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Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, an effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

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FINAL REPORT

PROJECT NO. RD-1884-P

PROJECT TITLE:

EDUCATIONAL & VOCATIONAL REHABILITATION OF DISADVANTAGED HANDICAPPED YOUTH

Grant Period Dates: July 1, 1965 to
June 30, 1968

Prepared by: Jewish Employment & Vocational Service
1213 Walnut Street
Philadelphia, Pennsylvania 19107

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Prepared by: Saul S. Leshner, Ph. D., Executive Director
George S. Snyderman, Ph. D., Project Supervisor

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Date of Preparation: November 1968

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SIGNIFICANT FINDINGS

Two hundred and seventy-six handicapped and socially disadvantaged youth aged 16 to 18 who were likely to drop out of high school received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, counseling (individual and group) , remediation, social services, job placement, follow-up, and special instructions in the academic subjects.

In addition to the services rendered by JEVS, effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth, successfully accommodate to and succeed in school or jobs.

One hundred and twenty-two (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market.

Feedback of information to school personnel made it easier for teachers and counselors to understand and relate to these youth. This, in turn, helped many of the youth stay in and benefit from school. Additional relevant findings for rehabilitation agencies attempting to serve-in-school handicapped, disadvantaged youth include the following;

1. Disadvantaged youth need to be identified early in elementary school;

2. Situational evaluational and adjustment procedures dissipate the cultural forces inhibiting the adjustment of youth to school or jobs;

3. Counseling (individual and group) must be integrated with personal and work adjustment processes;

4. Highly personalized counseling in the school is necessary to help the youth maintain the gains achieved in the rehabilitation program;

5. Youth lacking competencies in reading and arithmetic can be helped to begin to acquire these skills in a work setting;

6. Many youth regarded as mentally retarded reveal average competencies in a work setting;

7. Schools need to devote more time to developing concrete and developmental methods and content;

8. Schools need to develop and provide more meaningful vocational courses for these youth;

9. Meaningful social health and vocational services should be provided to the parents as well as the youth, in order to build and preserve family units as well as the youth;

10. Consideration should be given to developing programs incorporating academic classes into a vocational rehabilitation program on an industrial site to make the program meaningful to the youth, improve their attendance records and ameliorate their resistance towards academic materials.

FORWARD

This final report is a summation of services to and results achieved with two hundred and seventy-six socially disadvantaged boys and girls in three ghetto high schools. The program evolved after a year of experimentation supported by the Howard A. Loeb & Hortense F. Loeb Charitable Trust. It's objective was to help the handicapped youth stay in school until they reached the true limits of their academic potential or on leaving, place them in training or jobs.

The report enumerates and describes the activities of the Jewish Employment and Vocational Service and the staff of the Board of Education in behalf of participating youth from the Thomas Edison, The Benjamin Franklin and the Simon Gratz High Schools. The project was administered by the Philadelphia Jewish Employment and Vocational Service under a grant from the Division of Research and Demonstration Grants, Social Rehabilitation Service, U.S. Department of Health, Education and Welfare.

Two hundred and seventy-six youth were served in the joint program. The report describes the population, their reactions to the services, the results achieved, and lists recommendations for the conduct of future programs for in-school handicapped youth who are also socially disadvantaged. The most significant data are summarized and discussed in the body of the report. Complete tables are in the Appendix.

The report was designed and prepared under the supervision of Dr. Saul S. Leshner, Executive Director of the Jewish Employment and Vocational Service. It was written by Dr. George S. Snyderman with the assistance of Dr. Philip Spergel, Allen I. Swartz, and Mrs.Norma Carlson. A complete roster of participating personnel who contributed to the success of the program is included in Chapter II.

PREFACE

The demands placed upon our public schools to improve the quality of education have particular significance for the marginal student. The personal and vocational world in which handicapped youth grow up is a narrow one, and parallels the constricted environment of the disadvantaged in the urban ghetto and rural back country. It is important, if contemporary requirements are to be met, that the schools join forces with the resources of the community to bridge the gaps between the real world of the pupil and forward educational processes.

The promise of a rehabilitation approach for dealing with the educational impairment that often attends the development of the disabled and disadvantaged is explored and tested in the following report. A partnership between the public school and a community vocational agency produced several benefits for the troubled pupil. One was a deeper evaluation and understanding of his problems and capability. Behavior marked by evasion of responsibility and failure to achieve was treated in a setting which offered him more immediate meaning and reward. Nurturing his responsiveness and capability, the work situation correlated with school offerings, promoted a clarification of self-identity and purposeful self-utilization.

This project was not a "first" in cooperative effort between schools and a community agency. It did, however, elucidate some of the elements needed in coordination, the educational principles to be applied in a deviant segment of the school population, and demonstrated the reversibility of behavior patterns of early origin that reflected educational, social and vocational maladjustment. It did, in fact, return to constructive educational pursuits a substantial number of young people who seemed otherwise headed towards being out of school and chronically out of work.

Perhaps more pointedly, the project demonstrated that professional workers in the schools and in the community, with the strength of profound committment to purpose, could effectively deal with severe problems of marginal youth that so heavily concern our society.

Credits for the project belong to many: The Hortense and Howard A. Loeb Charitable Trust for funding the pilot effort, the Rehabilitation Services Administration of the Department of Health, Education & Welfare for guidance and financial support of the project, the Pennsylvania State Bureau of Vocational Rehabilitation for it's cooperation and support, and certainly to the many administrators, faculty and supervisors of the Philadelphia Public Schools who participated in planning and implementing the program. And not least, I offer my compliments to the energetic and capable staff of our own agency, the Jewish Employment and Vocational Service, who conceived the project and brought it to a successful conclusion.

DONALD S. COHAN, President
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CHAPTER I

INTRODUCTION

Background Information

Americans of all social classes are becoming more concerned with the vocational fate of the boys and girls who leave school without diplomas every year. Tyler (Schreiber,1964) states that the concern stems from a variety of causes including the presence of a large proportion of dropouts among the unemployed, the limited number of job opportunities available for dropouts, and a general belief that dropouts have few prospects for improving their lot. (See also Kaufman,1967).

Although the many statements regarding the number of school dropouts differ somewhat in the presentation of the facts, all indicate the severity and extent of the problem. Tyler (op cit), for example, noted that in 1962 from 600 to 800 youth between the ages of 16 and 21 were out of school and out of work. The rate of unemployment among school dropouts is, in fact, considerably higher than the rate of school graduates. Sheppard (Seligman,1965) estimated that in the 1960's 7.5 million of the 26th million new entrants would be school dropouts. Many of these would be minority youth who are disadvantaged and handicapped. (Parsons & Clark, 1966).

The fact that many school dropout youth are disabled occupationally and resistant to rehabilitation is documented in the press as well as scholarly journals almost daily. Here in Philadelphia, the Board of Education witnessed a constant decline in the number of 16 and 17 year old youth employed in Philadelphia during the 1960's. A recent study sponsored by the Center for Urban Education in various Metropolitan areas (Dentler & Warshauer,1965) underscored the relationship between early school leaving and socio-economic factors.

The deleterious effects of the culture of poverty on individuals living in the slums are discussed with great frequency. One school of thought feels that the President's War on Poverty has delivered more rehabilitation, health,social and vocational services than ever before in American History, but has not come to grips with the problem of providing sufficient income to permit the overcoming of the basic effects of poverty. (Gladwin,1967). Even more recently,Valentine (1968) argued persuasively for the provision of intensive rehabilitation services including training and various therapies that will make the individual better able to find and hold a job. The provision of a guaranteed income will,according to Valentine, enable society to attack the problem of poverty from all sides.

There is almost total agreement that disadvantaged youth live in decaying neighborhoods surrounded by persons who themselves have failed to cope with every day problems of living and working. The youth endure and are beset by inferior housing, high rates of poverty, dependency, crime,delinquency,illegitimacy,etc. They usually find little meaning in reading, writing and arithmetic, the basis of all modern vocational education and training. They view schooling as being "irrelevant" and "of no value" in resolving the day to day problems of their survival. (Sexton,1961; Deutch, 1964; Clark,1965; Gladwin,1967; Hunter,1964).

Disadvantaged youth, in general, tend to lower their sights and because of early and continuing failures, develop a profound feeling of unworth and an inability to comprehend the nature of their problems. This failure to understand, together with their feeling of worthlessness results, in part, in their inability to profit from their educational experience. Their sense of hopelessness and feeling of not belonging, without power to change their situation, is soon transformed into frustration with hostility against the educational establishment and institution attempting to help them. (Ibid).

Since these handicapped have failed to accommodate, the tendency has been to label them "slow learners", "marginally retarded", "emotional or behavior problems", "hard core", etc. These phrases often defy specific definition, but it is clear that they meant to designate symptomatic behavior reflecting educational and vocational disability. An important aim of this demonstration was to determine the validity of these designations and use various rehabilitation and educational measures to help the youth make an adjustment to school and the world of work.

It may be noted that the problem of educating these youth antedates the efforts now being made as a consequence of "poverty programs". A study, "An Inquiry Into the Nature and Needs of Slow Learner" conducted by the Philadelphia Board of Education in 1958 revealed that slow learners were living at the lowest level economically and having the poorest housing, clothing, food and cultural advantages. They were significantly less apt to have parents demonstrating both competence and concern and they had a high incidence of family disorganization of physical defects and personality problems. "The significant differences shown in comparisons of slow learners and pupils of normal abilities allow the conclusion that the slow learner is very apt to be a handicapped child".

Many school dropouts are clearly handicapped by legal definitions. JEVS' past experience points to the fact that the handicapping conditions, which the youth who had dropped out of school, were as follows: inadequate personality; mental retardation (often functional); multiple physical and sensory; physical. In every case, the physical handicap was complicated by the youth's psychological reaction to it. (JEVS Two Projects for Dropout Youth July 1, 1964). JEVS' findings that many of the youth served did not have the same coping behavior as handicapped persons who are not disadvantaged culturally. This lack of coping behavior has been attributed to the poor environment in which disadvantaged youth are nurtured, (Deutch, 1964; Kelly, 1963; Ausubel, 1965; Lewis, 1966; Ireland, N.D.).

It follows, therefore, that despite differences of opinion regarding which youth are truly "disadvantaged" or hard core, there is general agreement that most school dropouts living in ghetto-like environments find it increasingly difficult to find and hold jobs. Especially such youth who have physical, emotional and mental problems, need services before they can accommodate to the competitive labor market, and thereby take their place in the community as useful citizens.

Despite the growing interest in school dropouts generally, and specifically disadvantaged youth who are really school leavers, there is no doubting that rehabilitation of these youth is proceeding slowly. It is almost evident that such youth need a variety of vocational and educational treatments in order to be helped to complete their education and then find suitable jobs. Additionally, the schools serving the disadvantaged youth need to be stimulated and helped to examine and change practices, methods, and curricula which cause such youth to drop out. (Varner, Beck, 1956); Gruber, 1961; Della-Dora, 1962; Goodman, Schreiber, 1964 Clark, 1965; Miller & Rein, Seligman 1965).

In the past, JEVS staff members have noted that the school has been forced to assume many functions, normally the province and responsibility of other institutions of society. It was their conviction that the schools should begin to share these problems, responsibilities and functions with which it cannot deal efficiently. It might, as a result, better equip the "hard core" youth for life and work (Leshner & Snyderman, 1961; 1963).

Accordingly, after several years of discussion and planning, it was possible for the staff of JEVS, the Division of Special Education & Pupil Personal Counseling of the Philadelphia Board of Education, to enlist the help of prominent community leaders and develop a pilot program which was funded by a private foundation. This program demonstrated that school personnel could utilize the assistance of other community agencies and that physically, emotionally and mentally handicapped youth could be helped to make use of and profit from a joint educational and rehabilitation program.

The rehabilitation program noted above included basic school subjects, remediation, vocational evaluation and work adjustment procedures during a school day to help handicapped youth overcome their emotional and/or mental handicaps and make a better or more profitable adjustment to school or work. It thereby also was designed to ameliorate many administrative problems which complicate and make the problem of educating these youth costly. Specifically, the pilot project confirmed the following:

1. Academic handicaps endured by school dropouts are present in the potential dropout;
2. Chronic truancy, unexcused absences and other behavioral problems are warning signals;
3. Many disadvantaged handicapped youth will adjust to and stay in school after a regime of vocational services and remedial education in a more accepting environment;
4. Disadvantaged handicapped youth can be readied for vocational training or competitive employment if staying in school is not feasible.

Statement of the Problem

As noted above, increasing attention has been focused on the boys and girls who leave high school each year without diplomas. Paradoxically, dropouts are growing at a time when the Nation's economy is burgeoning and demanding more skilled and professional personnel. Recent statistics from the U.S. Office of Education indicate in the present decade 7.5 million will be school dropouts. Concurrently, the U.S. Department of Labor's Bureau of Labor Statistics estimates that in 1970 only 5% of the total available jobs will be of the unskilled type, or approximately 4.3 millions. This means that if youth continue to drop out of school at the present rate, there will be a vast pool of unemployed, unuseable and unskilled manpower, and therefore an increased burden on the employed productive members of society.

The meaning of being unemployed and unwanted to each such youth is far more significant than a recitation of long-run economic implications. The lack of academic preparation, vocational aspirations, and motivation condemns the individual to a life of joblessness, idleness, and dependency. The resulting feeling of hopelessness, frustration, and worthlessness creates a person who becomes more and more discontent with his condition and who tends toward behavior deviating from society's norms.

To effectively help these youth escape the effects accompanying incomplete schooling, more knowledge and understanding of the conditions which cause dropping out is necessary. Many studies and discussions have described their deprived lives in decaying neighborhoods; their lack of occupational models; their behavior problems; their inability to learn academic materials; their inability to find and hold jobs, (Sexton,1961; Daniel, 1964; Bernstein,1964; Hunter,1964; Friedenberg, Shostock & Gomberg,1964; Ausubel,1965; Campbell,1966; Taba,1966; Gowan & Demos,1966;etc).

It seems obvious that both the family and life experiences tend to induce a feeling of alienation. Consequently, there is a lack of readiness for the learning tasks of school. Children from poor homes and neighborhoods may be potentially able, but they are often developmentally retarded with respect to learning to read and to master the content of school subjects.

Continuing deprivations, as well as the variety and number of problems encountered in a school setting are usually compounded into a viscious circle. Culturally deprived children are accompanied to school with ill-developed capacities to differentiate and to conceptualize experience as well as poorly developed verbal skills. This results in lower performance on ability tests, designation as "slow learners" or "educable mentally handicapped" and a reduction of the already low self-esteem and self expectation. Thus the youth soon view schooling as being "irrelevant" and "of no value" in resolving the day-to-day problems of their survival.

Much of the lower class child's alienation from school is a reflection of discriminatory or rejecting attitudes on the part of teachers,etc., but more "is in greater measure a reflection of the cumulative effects of a curriculum that is too demanding of him and of the resulting load of frustration,confusion,demoralization,resentment and impaired self-confidence that he must bear". (Ausebel, 1965).

Despite these generalizations about the early school leavers, it may be assumed that these girls and boys usually want the same things in life that middle class youth want - money, an automobile, a job, and eventually a home and children. But, as noted by Birchell(1962), "They do not have the combination of family assistance, the intelligence, the social skills, and the good study and work habits necessary to achieve their goal legitimately".

There are two ways of dealing with the problems of the disadvantaged handicapped potential school dropouts. First, we can provide these youth with intensive rehabilitation services, thereby teaching them to overcome their disabilities and cope better with educational and vocational problems and processes. Second, we might attempt to cure the ills of society that cause the iniquities which are at the root of the youth's problems. These attacks on the problem are by no means mutually exclusive, but can only be mounted as a unit if all segments of society have the means and willingness to perform as a team.

Since this was not possible, it was determined that the rehabilitation approach would be utilized exclusively and that the program would provide individualized rehabilitation services for potential dropouts so that the individual youth be equipped with sufficient emotional strength and academic preparation to be able to cope with his environment.

This is the rationale which JEVS and the Board of Education used to develope the methodology and idealogy for helping the potential dropout. The objectives and purposes are described below.

Specific Purposes and Objectives

The project was established to provide modified instruction, and personal and work adjustment training to marginally retarded and emotionally handicapped youth. These services were designed to help the individual remain in school until he reached the limits of his academic potential, and/or to prepare the youth to enter a formal school-work program, special trade training, or a job in the competitive labor market. Work adjustment services included psycho-social evaluation, individual and group counseling and remediation, all provided by JEVS in an industrial work setting. The cooperating schools incorporated modified instructional methods and curriculum variations geared to improving motivation and achievement of the students enrolled in the project.

During the implementation of the project, the cooperating agencies examined the instructional and supporting services of the schools to determine what changes and new procedures should be made in order to develop more effectively marginally retarded and emotionally handicapped youths who are potential dropouts. In addition, effort was made to identify the intellectual, personality, and cultural factors which inhibit adjustment to normal on-going school instructional programs so that emphasis might be placed on alleviating those factors which negate the progress of the student in school.

Total project effort of the two participating agencies was geared to the following outcomes:

1. Evaluation of the psychological, personal and social needs of marginally retarded and emotionally handicapped youth who are mal-adjusted in school in order to determine their true abilities and personal resources for education and vocational development;

2. Creation of a systematic procedure for detecting handicapping problems while the pupil is in the beginning grades of school by spot-lighting areas of behavior and achievement which are indicative of adjustment problems.

3. Development of school-work adjustment procedure which incorporates counseling services and remedial education to determine the degree to which these youth can be motivated, so that a better response is obtained to school, work situations and content materials;

4. Development and demonstration of instructional and guidance procedures appropriate to the needs of marginally retarded and emotionally handicapped pupils, which can be incorporated into a program for all such youth in the Philadelphia school system;

5. Engagement of youth served in the project in a program of appropriate vocational development so that they are encouraged to stay in and profit from their education instead of leaving school without vocational competencies or competitive employability;

6. Provision of a resource to the public schools for helping marginally retarded youth and those with emotional problems to develop attitudes, habits, and motivation which will result in their becoming better students and eventually better workers.

Review of Relevant Literature

1. Dropouts

Possibly the most widely publicized study of school dropouts was made in Chicago by Lichter and his associates. (1962) This program attempted to find ways of dealing with middle class youth who dropped out of school because of emotional problems. Retarded or even marginally retarded youth were excluded from the program. Intensive casework services, psychological testing, vocational counseling and job placement services were provided the youth. Financial assistance was also given to enrollees. One of the conclusions of the program was that casework helped about 50% of the youth improve their functioning and that the personality gains enabled many to stay in school.

A rather wide selection of the recent literature concerned with the disadvantaged dropout has been discussed in foregoing sections. Here it must suffice to note that these youth are alienated from and leave school for such reasons as poor and irrelevant curricula (Silberman,Herman et al 1968); poor or no guidance programs (Landes 1965; Haubreck 1965; Clark,1965; Passow,1963):inept, disinterested and unsympathetic teachers,(Ibid). A multitude of family problems, Riessman,1962; Della-Dora,1962; Kelly,1963; Daniel,1964; Ireland,N.D.; Ausubel, 1965; Clark,1965; Campbell,1966; Gowen & Demos,1966; Gladwin,1967;Valentine,1968. Suggestions for remediation programs as well as overall solutions to the problem may be found in virtually all these references.

2. Work Shops

The literature on the usefulness of the workshop environment for evaluation and adjustment services has expanded in the last decade. Dubrow (1960) describes the experiences of the Association for Retarded Children Training Center in New York. He notes that experience in a therapeutic work milieu stimulates many retarded to assume and act out adult roles. (Baily,1958) reviews the evaluation process in workshops and concludes these "offer a practical and expanded method of vocational evaluation". Gellman,1961,1957) states that the workshop environment "resemblance to real life" makes it a "better mileau for predicting employability and adjustability and better assessment of interpersonal relations". Accordingly, the workshop permits "the counselor and client to deal with aspects of behavior not revealed in interviews or by tests and enables the client to test himself as a worker."

Garrett's (1960) review of some of the work evaluation programs provides a useful description of developments, together with a forecast of future trends. He felt that the workshop could "also assist in determining employment objectives" in the process of giving services to clients. Job tryouts in the various activities at the workshop provide for actual demonstration of the client's abilities and give insight into potential abilities. These, in turn, can be compared with the demand of jobs in industry."

3. Work Samples & Work Evaluation

The utility of work samples for assessing the handicapped is attested to by a number of commentators. Bailey (1958) discussed a very early program geared to developing a new, practical method of vocational evaluation conducted at the Institute for the Crippled and Disabled in New York City. In 1935 a "Guidance Test Class" was set up to allow persons to try out various occupations being taught at the Institute's regular training classes. During this trail period, evaluators noted indications of motivation and interest in a particular area. Continued refinement of this approach resulted in the Institute's formulation of the TOWER system in the middle 1950's. This represents one of the first attempts to construct graded work sample procedures and to utilize them in a systematic way with the physically handicapped.

The effectiveness of the work sample technique at the Institute has been confirmed by their successful experience in placing persons in training and/or employment and by client achievement in competitive employment. Studies made by the Institute indicate that the persons who benefit most from reality testing are (1) those who, because of lack of education or the absence of a suitable cultural background, cannot adequately demonstrate their vocational potential through standardized test batteries; and (2) those whose physical or emotional disabilities are such that other evaluation means might fail to reveal their occupational potential.

The utility of work samples with the severely handicapped was attested to by Moed (1961). Working with cerebral palsied clients, he found that the usefulness of available standardized test diminished "as the complexity"of the handicap increased. Moed felt that job tasks or work samples were useful assessment instruments for this population.

Rehabilitation centers in major cities such as the May T. Morrison Center for Rehabilitation in San Francisco have developed work evaluation programs. This Center used work samples to evaluate their clients' capacities to perform job tasks as well as their work tolerances and work habits. Their experience has shown that using the reality situation or work sample method meets the need for a more thorough appraisal and accurate prediction of vocational capacities of individuals for whom other evaluation methods are not appropriate. (Wegg,1960).

A description of the Philadelphia JEVS Work Sample Evaluation Procedure is included elsewhere in this report. Here it is noted that this procedure has been effective with socially maladjusted as well as the physically, emotionally and mentally handicapped population. (Leshner and Snyderman,(Adams,1965); Leshner and Spergel,1968.

4. Testing

Until recently educators have attributed the failures of poor and handicapped persons on formal tests of intelligence and achievement to personal shortcomings, even though there was ample evidence that the school had failed to serve. (Sexton,1961).

What seems to have escaped many educators is that tests are valid indicators of ability, only when the person tested has had life experiences similar to that of the group on which the test was standardized. (Toby,1957;

Reissman,1962; Parsons & Clark,1966). This, together with the disadvantaged perons's rejection of tests as another possible failure experience; or because tests are "too mush like school" or because they cannot understand the nature and possible value of tests; or because tests have often been misused, is why most disadvantaged handicapped persons view with suspicion and reject formal testing procedures. (Ireland,N.D.; Reissman,1962; Long,Schreiber,1964; Clark, 1965; Gowan, and Demos,1966).

School Work Programs

Nathaniel Jones (1964) examined several school-work programs and concluded that work "serves as a point of reference around which an individual measures his worth and stakes." He asserted that more study and experimentation was needed in order to refine the use of work as a treatment technique. Price (Beck,1956) recommended school work programs as a means of orienting the youth vocationally and helping them overcome their handicaps because these programs provide motivation for classroom learning; give the student a chance to assume responsibility; develop good personality traits; enable the student to explore interests and plan a career, provided needed financial support for the student and his family; make the transition of school to work easier.

Birchell,(1962) evaluated several work study programs throughout the country which provided a flow of services including medical, psychological, educational and social appraisal; educational, vocational and psychological support such as special classes, work orientation and counseling; and job placement and follow-up. He concluded that the kind of work experience program that "will be most useful to alienated youth" will: commence at age 13 or 14; teach elementary work disciplines such as punctuality, ability to take orders from a boss, ability to work cooperatively with others, etc; be part of the public school program with the curriculum adapted to the intellectual level and the interest in practical endeavors of alienated youth. The work experience program should consist of three stages: the first being, work in groups under school supervision completely or partially outside the labor market; the second being, part-time work on an individual basis, with public or private employers still under school supervision; and the third being, full-time employment in a stable job aided by some guidance and supervision by the school or employment service personnel.

School Work or Work Study programs have significant differences regarding purpose, eligibility, etc. Havighurst & Stiles (Birchell,1962) suggested that such programs begin at 13 and continue until age 18 as part of the public school program, with the curriculum adapted to the intellectual level and the alienated youth. School Work Program, had been established in various cities at the commencement of this study. These programs were geared to special youth populations as follows: Kansas City, [illegible], to prevent delinquency; New York City, N.Y., to prevent dropouts; Rochester,N.Y. for slow learners; Champaign, Ill., for handicapped youth.

It is noted that all these programs contained some of the procedures and policies set forth in this report. These programs, however, placed almost sole responsibility and reliance on the schools which were over-extended, understaffed, and not yet accepting the pupils total needs.

It is noteworthy that a study in 1963-4 of dropouts from two California High Schools recommended that: expansion of the remedial reading programs in the elementary schools should be explored; counseling services be increased; schools and parents of potential dropouts cooperate more closely; and business men and women be recruited to act as advisors to the potential dropouts. (Anduri, in Gowan & Demos, 1966).

These recommendations, though useful, cannot be accepted as constituting a solution for either the disadvantaged handicapped youth or the school. It is obvious that some school officials fail to understand and accept problems which they must face boldly and attempt to resolve. Layton's suggestion that schools drop "slow learners" and "troublemakers" is now out of step with our times. (Layton, 1957). It would seem much more useful to examine and change the schools' administrative practices which cause lower ability children to drop out. (Varner, In Beck 1956).

A great many solutions to the problem confronting the schools with respect to the disadvantaged pupil who is often handicapped, have been offered. Many of these are summarized as follows:

1. Education must be made acceptable in terms of the poor, i.e., middle class domination must be eliminated. (Friedenberg, in Schrieber, 1964).

2. Schools must talk to pupils and their families not about them (Landis, 1965).

3. Educators must keep track of teaching goals; must commute in terms of change, and must communicate with persons in subculture (Landis, 1965).

4. Schools must provide disadvantaged persons with skills and knowledge which enables them to choose their own direction. (Goldberg, in Passow, 1963).

5. Educators must develop new criteria for the selection of text books and other materials, so that they reflect a realistic cross-section of American Culture. (Bullock & Singleton, in Gowan & Demos, 1966).

6. Schools must review present testing procedures and revise or eliminate those which discriminate against the poor (Ibid).

7. Schools must institute a variety of remedial measures, small classes more counselors, etc. (Ibid).

8. Schools must employ trained public relations staff to enhance their communication with the community. (Ravitz, in Passow, 1963).

Perhaps it is helpful to underscore the reason for establishing public school, i.e., imparting those disciplines and skills which the youth need to become fully developed. One author feels the school fails because many urban youth are unprepared for work because they have few and only tenuous contacts with it. (Anderson, 1961). When Anderson raised these questions, many employers generally were not organized to provide training to disadvantaged youth. Some did not feel it was their province or responsibility.

Not too long ago, the schools were being pressured by business to economize usually by eliminating "fads in education". (Callahan,1962). To-day, Federal involvement with the disadvantaged and other handicapped populations has been accompanied by a new interest by the leaders of American business and interest in the plight of our handicapped population. Accordingly the recently formed National Alliance of Business Men is committed to helping and cooperating in the training and employment of poor persons.

This commitment means the Schools and voluntary agencies as well as tax supported institutions are likely to have newer roles to play. In this kind of new situation, these community components may well begin to question rigid adherence to favored techniques. (Calia, 1966). And these components will be closely allied with business and industry (Gladwin,1967; Schrieber,1964); they will be developing programs which will result in realistic job opportunities for their clients (Bernstein,1964). Furthermore, in order to develop such opportunities, programs will not only increase employability, but assure employment. (Miller & Rein-Seligman,1965). This is, after all, the raison d' etre of rehabilitation.

Participating Agencies (The Setting)

1. The Philadelphia Jewish Employment & Vocational Service (JEVS) is a private, non-sectarian, non-profit voluntary agency supported in part by the United Fund. It was established in 1941 to provide vocational evaluation,counseling, career planning and job placement service to persons with occupational handicaps. After more than 16 years of experience with traditional techniques such as interviews, counseling, and psychological tests, it became evident that some persons could not be helped to find jobs and others could not sustain themselves in employment. To obtain a more intensive evaluation and deal with the roots of the occupational handicap, the agency established a Work Adjustment Center in which it was able to devise and experiment with new techniques and procedures for evaluating and improving employability. Several diagnostic counseling and remedial programs have been developed and used to salvage a substantial number of people previously considered unemployable and untrainable.

The men and women who comprise the Board of Directors are leaders in Business, the professions, and in the civic and welfare community. The policies they establish focus vocational rehabilitation effort in those problem areas where the need is most acute, the services least available, and the techniques undeveloped. The work of the Agency is integrated in the health and welfare fabric of Greater Philadelphia and the Commonwealth of Pennsylvania. Program guide lines are set in the Community Planning Department of the Federation of Jewish Agencies, the Health and Welfare Council, civic and communal planning groups, the Governor's Conference on the Employment of the Handicapped, and similar groups.

Professional services are coordinated with those offered by other health, welfare and educational agencies throughout the area. Within the past five years special projects have been conducted in partnership with the Pennsylvania Bureau of Vocational Rehabilitation, Pennsylvania State Employment Service, Philadelphia Council for Community Advancement, the Mayor's Manpower Utilization Commission, the Board of Education, U.S. Veterans Administration, State Office for the Blind, and the Family Service of Philadelphia. Cooperative Services also are performed with the Temple University Medical Center, Moss Rehabilitation Hospital, Rebecca Gratz Club, Philadelphia Psychiatric Center, Norristown

State Hospital, Philadelphia State Hospital, and other institutions and agencies concerned with the handicapped.

The JEVS staff has been interested in the plight and rehabilitation of disadvantaged school dropouts for more than five (5) years. It has been known that many of these youth were in fact handicapped even before it engaged in two research and demonstration programs which was sponsored by the U.S. Department of Labor; ("Two Projects for Dropout Youth,1964)". Sixty-nine percent (69%) of the youth served in these programs were deemed feasible for training or job placement. At the same time, it was found that many youth who had lacked competencies in basic skills such as reading and arithmetic could be motivated to acquire these skills through individualized techniques in a work setting.

The handicapping conditions of the youth in the two projects were as follows: inadequate personality; mental retardation (often functional); multiple physical and sensory; or physical. In every case, the physical handicap was complicated by the youth's psychological reaction to it. The resulting overt behavior of the youth was found to be related to the personal and social forces which limit their maturity and sense of responsibility. Although some of these forces could not be removed, the JEVS staff learned that the youth can be motivated to cope better with them and to channel their behavior toward more socially acceptable goals. The problems of vocational choice and job placement,therefore, become less difficult to resolve in a satisfactory manner.

The professional activities and interests of JEVS are broad and diversified. It is involved with practice and research in vocational rehabilitation, employment, education and training. The scope of interests are evident in the professional affiliations maintained: American Psychological Association,National Rehabilitation Association, American Personnel & Guidance Association, National Association of Sheltered Workshops, National Conference of Jewish Communal Service, and the Jewish Occupational Council. JEVS provides one year internships for doctoral students in Counseling, Psychology, and Rehabilitation Counseling in addition to practicum training for graduate students in Guidance and Counseling. In-service seminars are held weekly for staff and outside professional workers to strengthen professional skills.

The youth referred to the program by the schools received service at the JEVS Work Adjustment Center. This facility was established with Community funding in 1957 to provide short term adjustment services for chronically unemployed handicapped persons. A research and demonstration proposal to demonstrate the feasibility and utility of rehabilitating persons with emotional handicaps through a regime of work adjustment procedures was designed in 1957 by JEVS staff. This proposal was funded by the Office of Vocational Rehabilitation in the following year. Subsequent grants have been awarded to JEVS to serve other handicapped populations. Services formulated under these grants have continued with community support after the expiration of Federal funding.

The JEVS Work Adjustment Center occupies the third floor of a large factory building at Wayne & Windrim Avenues, Approximately 36,000 square feet are used to rehabilitate disabled workers in various programs. Eight thousand square feet of the total space was utilized for the disadvantaged youth served in this demonstration project. This permits evaluation, work adjustment and office space for the project.

The Center is well lighted and is equipped with work benches, chairs, and sorting and packaging fixtures, various types of hand tools, typewriters, mimeograph, and other office machines, office furniture, time clocks, etc. The work area is laid out to permit individual and team work. A belt line is available for certain types of team work. Space is allotted for counseling, remediation, clerical, storage, shipping and receiving, as well as production activities. Industrial fork lift and other types of moving equipment are available.

Production work for the project was contracted from private industrial and commercial firms. Typical work performed by the youth served, included the following: packaging dry goods, auto parts and accessories, toys; sorting and counting plastic and metal articles; collating, counting, and stapling pages of sample books; soft soldering, assembling or disassembling and testing of electric plugs, etc. Some of the youth learned to use drill and punch presses; heat sealers, riveting machines, etc., as part of their work assignments. Some of the girls were able to practice and thereby improve their competence on typewriters and other office machines.

JEVS staff maintains a close and continuing contact with the Philadelphia labor market. Direct relationships with more than 1,500 employers and with the various trade and labor organizations help develop job opportunities for clients in various Work Adjustment Center programs. These relationships also maintain work contracts from industry. These contracts provide the real work and wages which enabled the youth to actively engage themselves in a rehabilitation program.

2. Philadelphia Board of Education: A significant effort by the Board of Education to alleviate the problem of dropping out before completing school has been the on-going school work program, which has existed since 1943. The program is offered in approximately 25 Senior High, technical schools and special schools, and is designed to prevent dropping out. The School District has been attempting to reach many more industries in order to diversify the occupational areas in which a work experience can be made available.

During recent years, work experience has been available in the following areas: clerical(filing, typing, telephone, machine operating, etc); warehouse (receiving, packing, shipping); maintenance(general repairing, and painting); mechanical(carpentry, plumbing); industrial housekeeping(floor waxing, wall washing, etc); dietary(dishwashing etc); nursing(nurses' aide, ward clerk, etc); messenger (collecting and distributing reports, etc.).

Although the school-work program is a very valuable component of any effort to lessen the tendency of youth to drop out, considerable number of disadvantaged youth are not ready for this kind of experience. A variety of physical, emotional and mental handicaps preclude their accepting and succeeding in this kind of educational experience. The pilot project discussed above demonstrated that the personal and work adjustment training in an industrial environment coupled with special instruction in the classroom, prepares a considerable number of such youth for the school-work program. The Board of Education entered the project reported here to gain new information, additional techniques and services which could eventually be incorporated into educational programs directed at alleviating the problems of disadvantaged handicapped thus enabling these persons to stay in school and profit for their edcuational experience. It was the feeling of the Board's staff that adjustment in school would increase the likelihood that the youth would adjust to the world of work.

CHAPTER II

METHODOLOGY

Project Program

The program was a research and demonstration project in which the efforts of the JEVS and the Board of Education were coordinated to help marginally retarded and emotionally handicapped youth remain in school until they reached the true limits of their academic potential or on leaving, were rehabilitated for suitable training or employment. Specifically, the project was designed to prepare the youth to enter a formal school work program, special trade training or jobs in the competitive labor market.

All services were designed to meet the pupil at the point of his ability and responsiveness to assure propriety and feasibility for his idiosyncratic attitudes and coping behaviors. Counseling, for example, was intended first to deal with immediate, externalized and non-threatening material before venturing into emotionally loaded, long term problem areas. Remediation activity was based upon instructional approaches and content that the pupil could readily perceive as useful and achievable. Parents formed an organization to influence and mobilize other parents. Occupational orientation was concerned with elementary processes on which perceptual and conceptual growth could be nurtured and upon which added learning could be built up.

The youth enrolled in the project spent half of the school day in the classroom and the remainder of their time in the JEVS Workshop. Generally, the individual youth's program continued for one school year. Below is a description of the service components of the joint program.

Special Instruction in the Schools-- Two types of special instructions were available to the youth served. In addition to special instructions given to the youth in remedial classes by special teachers, the coordinators provided individual tutoring in English, arithmetic and spelling as part of the course in social studies. Efforts were made to include in the social studies and Business Training Curriculum subject matter which was meaningful to the individual youth.

Role of the School Coordinators-- The coordinators divided their time between the High Schools and the Work Adjustment Center. They were, therefore, able to coordinate the efforts of both institutions and make certain that the youth's school program served his needs. In the process, the coordinators met daily with the youth in the school to renew progress, provide educational guidance and individual tutoring in English, spelling and arithmetic. They also arranged for youth who needed and wanted weekend and after-school work to procure part time work certificates. They sough opportunities with the Neighborhood Youth Corps for youth who completed the program or terminated early to seek work.

Counseling in Schools -- Counseling was provided to the youth by school counselors around educational-adjustment problems. This was supplemented by the efforts of the coordinators who, when the occasion arose, visited the youth's home to secure understanding and support.

JEVS Intake -- The students enrolled in the Workshop were referred by the school coordinators upon recommendation by the school counselors. The counselors had selected the individuals with mental levels between 65-80 or emotional handicaps and personality disorders. Youth referred were previously identified by classroom teachers as individuals having low test and achievement records and erratic behavior patterns. These criteria were established by the schools and JEVS as indicators of potential dropouts. They were used by school coordinators to determine which youth could benefit from the joint program.

After the selection process, the school coordinators oriented each pupil to the total program, explaining the services and the options open to him upon completion of the project. If the pupil was willing to enroll, the coordinators obtained written consent from parents and guardians.

On the day of intake, a JEVS counseling psychologist and a social worker stationed at the Workshop interview the student, again explained the services to be given and gave him a tour of the facilities. On the basis of the information gathered during the interview and that obtained from school and medical records, the JEVS psychologist determined whether the youth wished to enter the program. If the youth did not wish to enter the program, he was referred back to the coordinator who made arrangements for the youth to return to his regular program. This option was introduced to lessen the feeling on the part of the youth that he was being forced into the program by school authorities and/or parents. The JEVS psychologist also determined the type and level of task the youth should begin in the evaluation process.

Each summer, from ten to twenty students were referred to the Center by school personnel. Early enrollment enabled the JEVS staff to complete the evaluation, prior to the admission of most of the students. In addition to early admissions, summer jobs (part time or full time) were provided for those youth who successfully completed the program and were returning to school. This holding action was important to the success of the program.

Pre-vocational Evaluation -- Immediately following intake, the enrollee entered the pre-vocational evaluational phase of the JEVS process. During this period he was given a series of industrial work samples according to levels of complexity and representing a diversity of industrial or occupational categories. The following factors were appraised: Special abilities and aptitudes for selected occupational activities; the individual's strengths and particular limitations for training and work; the extent to which the latter could be corrected and the type of corrective help to be given; the level of mental competency the youth is able to utilize in performing work; the emotional ability to adapt to work pressures and various kinds of complex tasks; the kinds of interpersonal relations that the youth can maintain, including his response to criticism and to authority; the varied abilities such as neatness, punctuality, persistence at a work task; and similar personal accommodations to the work situation.

Each sample was individually administered by an evaluation assistant. To establish rapport and to develop a climate conducive to maximum performance, the enrollee was instructed in a permissive, informal manner. The evaluation assistant scored the tasks upon completion noting quality of performance and time required. He also provided the necessary support and encouragement and observed vocationally relevant behavioral factors.

The counseling psychologist periodically observed the enrollee while he was involved in the work sample assessment. He paid special attention to how the client followed instructions; the way he learned new operations; the degree to which he organized himself and planned to deal with each problem; the ease with which he interacted with peers, supervisors and other authority figures; his frustration tolerance; his ability to transfer his skills; as well as other variables.

The enrollee's performance on the tasks was an important aid in determining potential suitable fields of work so that vocational counseling might be more meaningful. The personality factors identified were crucial in determining employability because the students often exhibited emotional problems which would affect job performance.

The time spent by each enrollee in the pre-vocational phase increased over the life of the project. During the first year (1965-66), enrollees spent a half day for one week performing work samples; second-year enrollees (1966-67) were in evaluation for a full day for one week; the third-year (1967-68) group was evaluated for two full weeks. The time was extended because it was felt that a more accurate evaluation could be obtained if the process was not interrupted. The third year group was also exposed to a week of occupational training readiness.

To assure the accuracy of the findings from work samples, the youth were also evaluated on simple non-threatening, but real production work. Production evaluation lasted for one week and was often the youth's first experience with paid work under typical industrial conditions under the supervision of a foreman. He was allowed to work at his own pace without interference on the part of the foreman so that his work-related problems were identified by the evaluation assistant for emphasis during the balance of his stay at the Workshop. The two types of evaluation elicited a total picture of the youth's problem and status. It was then possible to estimate the youth's upper limits of functioning, his particular skills and the personality factors affecting his work behavior.

Psychological Testing - To supplement work-sample assessment, a comprehensive test battery was used to measure the youth's intellectual, emotional and aptitudinal functioning. The tests included individual tests such as the Wechsler Adult Intelligence Scale, the Bender Visual-Motor Gestalt Test, California Picture Interest Survey, Arithmetic Sub Test of the Wide Range, Achievement Test (Arithmetic and the General Aptitude Test Battery). The tests together with the work-sample evaluation resulted in a more valid measure of the youth's true potential. At the end of the program, the youth were retested to determine the effectiveness of the program.

Exploration of Interests - The exploration of interests was an important adjunct to the counseling process. The Center psychologists used the Hackman-Gaither Interest Inventory with groups of youth to elicit occupational preferences and to motivate the boys and girls to begin to think of tangible educational and vocational goals. Several forms of the inventory were used including one scaled down to a four grade reading level.

An audio-visual form pointed up the futility with which the youth perceived themselves as well as their low aspirational levels. The audio-visual procedure was used successfully with small groups of disadvantaged handicapped youth who had educational deficits. It also served as a dynamic group counseling technique. Greater rapport was established between the counselor and the group because the flexibility of the instrument encouraged each youth to participate in group counseling sessions.

Two experimental instruments were developed by Philip Spergel as part of his doctoral dissertation i.e.,"A Paired Comparison Technique for Determining the Youth's Expressed Aptitudinal Hierarchy", and "A Paired Comparison Techinque to Determine the Youth's Interest Hierarchy". Both provided useful information to the youth and the psychologist.

Occupational Training Readiness -- This phase was introduced by JEVS in June, 1967, because the first two years' experience revealed that the students greatly lacked an occupational identity. In order to expand their knowlegde and awareness of actual types of work, each student received a full week's experience in the following areas: Metal work, service station attendant, textiles and tailoring, clerical, institutional aide, warehousing, and woodwork. The girls were excluded from tasks which were typically male such as service station attendant.

Personal and Work Adjustment Training -- At the conclusion of the above phases, the student entered the Work Adjustment training which was aimed at helping the client mobilize his energies, build tolerances for school and work stresses and use his abilities. Here he was given a structured and guided work experience during which he was engaged in productive tasks contracted from industry and for which he was paid wages. This activity was supervised by an industrial foreman, but was also closely observed by a psychologist. Emphasis was placed on developing productivity, and the personal characteristics of "good" workers.

Accordingly, the youth was moved gradually from a relatively permissive foreman to one who exerted greater demands and discipline. Increased pressures and discipline were introduced to cultivate greater tolerance for work stresses, and adjustment to school or work. The stresses applied related to such factors as interpersonal relations, response to authority figures, mobilization and investment of energies, the observance of regulations, stability of output, accomodation to realistic educational and/or work demands, and standards. Personal factors such as grooming, hygiene, goal striving, punctuality,etc.,were influenced by both the industrial foremen and the psychologists.

As the youth's personal adjustment improved, the vocational adjustment was sharpened. Occupational orientation was made more concrete as the youth's self-confidence and ability to deal with personal problems improved. The industrial foreman manipulated the work and environment, at the suggestion of the counseling psychologist to stimulate the youth to improve himself. Individual and group counseling were used to help the youth deal more effectively with the problems interfering with his ability to succeed in school or in a job.

Recommendations during staff conferences determined the direction of each youth's program. Throughout the entire program (a school year) the immediate needs of each youth were considered, but primary emphasis was placed on helping him to accept and adapt to the realities of the educational world and competitive industry.

Completion of this phase marked the point of termination from the program. Disposition recommendations were made by the counseling psychologist with the help of the student. Options included: return to full-time classroom work with or without curriculum change; a work-study program; vocational training and/or other services from the Bureau of Vocational Rehabilitation; an immediate job or work experience with the Neighborhood Youth Corps or Job Corps; or attendance at the Work Adjustment Center for another year.

Counseling -- Beginning with enrollment (intake) and throughout the pre-vocational evaluation phase of the program, the staff were basically concerned with determining the nature of the youth's problem as well as his coping behaviors and potentials. Therefore when the youth entered the work adjustment phase, it was possible to concentrate on developing positive work habits and behavior. In addition to the benefits to be gained from the industrial milieu, the youth was provided with counseling by JEVS. Counseling was, therefore, a vehicle by which the youth could verbalize, understand and work through problems of personal adjustment. Individual and group counseling were provided to help the youth mobilize their energies, learn to cope with interpersonal relations, and make vocational choices.

Counseling dealt with personal difficulties which impeded the client's efforts to adjust. It was always related to the work situation. When, for example, a foreman failed to foster the youth's adaption to work, the client was invited to discuss his problem privately with the psychologist. The problem was discussed in concrete, down-to-earth vocational terms. If this kind of discussion failed to help the client resolve his problem , the psychologist referred the youth to the supervising psychologist who supplied a more personal,subjective discussion where the client could develop deeper insights. Youth who could not accept and use individual counseling were asked to attend group sessions at least once a week.

In addition to problem centered sessions, there were developmental groups which met to discuss educational and vocational goals. Generally,group counseling helped the youths develop insights by verbal interchange of similar problems and thinking through possible solutions. Peer influences supported and reinforced what gains emerged through individual counseling. The sessions also enabled the psychologist to identify particular attitudes to be expressed by foremen so they might restructure the work to get more favorable reactions from each youth.

Vocational counseling was emphasized near the close of the client's program. It was oriented toward helping the youth capitalize on the gains and growth resulting from working. Both individual and group vocational sessions were devoted to helping the client face and grapple with problems of choosing, entering upon and succeeding in a job. The final phase was directed at heightening the client's motivational level so that he could move toward a vocational goal and a specific entry job.

Remediation — At intake many of the youth were especially handicapped with respect to basic skills such as reading, arithmetic, and spelling. Many could not complete a job application successfully; some were virtually non-readers. It was hypothesized (1) that a positive change in level of communication could be effected through a specially constructed remedial-type program for this type of population, and (2) that meaningful educational materials could be developed from the vocational and life experiences of the individuals who comprise this population.

Groups of 4 to 6 boys and girls received help with their reading arithmetic difficulties from the JEVS Reading Psychologist and her assistants several times each week during the second year of the program. Certain youth were excused an additional part of the school day to attend remedial reading classes at the Center. This was done at the request of the youth.

Generally, the youth entered the reading sessions after the pre-vocational evaluation was completed. Approximately 20% of all the youth in the program volunteered for remediation. Although most of the training was conducted during the work day, several of the youth elected to stay after work in order to benefit from additional instruction.

Much of the materials used in remediation was developed from the experiences of the youth. For example, contemporary topics such as social security regulations, good health practices, use of drugs, gang activities, birth control and miscellaneous topics effecting success in school and work are used to develop reading lessons. To those were added relevant materials, which were purchased.

A sequential development of skills was followed, using a systematic approach. Appropriate instructional needs were modified in accordance with the trainees' backgrounds, interests, and motivations. Each trainee progressed from mastery of easier skills to more difficult skills in prescribed order. A major guideline was to begin teaching at a level at which success was relatively assured for all trainees. This was adhered to throughout the instructional period. Varied types of speech distortions and misarticulations were noted in oral discussion and re-reading. Practice in auditory discrimination was provided in each class session. Effective oral expression was emphasized in the context of the discussions. The oral expression was emphasized in the context of the discussions. The oral language used within the group and in the lunchroom or shop became quite different.

An acecdotal commentary of impressions gained by the instructor from the class sessions was compiled on a periodic basis. Comments and suggestions emanating from the professional and vocational staff members of the Center were also recorded. As these records were evaluated, modifications were made in the continuing instructional program.

Each person was taken individually for an experience-writing stories as frequently as possible. The stories were dictated to the instructor or into a dictaphone for later transcription, reading and editing. The trainees wrote about personal experiences and problems or personal concern. Such things as ambitions, family concerns, vivid memories, and feelings were freely recorded by most.

Family Interviews & Case Work -- Shortly after the youth entered the program, a letter was sent to his parents or guardians inviting them to visit the Work Adjustment Center. When the parent visited the Center, the social worker, and/or the psychologist explained the program and discussed the youth's progress.

Interviews with the youth's parents enabled the staff to secure support and understanding as well as information about the family background, i.e., social, cultural, economic. Such information enlarged the understanding of the

JEVS and school staff of the youth's behavior and resulted in more individualized services.

The caseworker met with each youth during the first week of the program to clarify problems, answer questions, and help the youth understand and make full use of all the services available at the Center. The caseworker also southt out, and defined any problems which might hinder the youth's rehabilitation as he progressed through the program. She consulted with the rehabilitation psychologist responsible for the youth's program to insure youth planning for the referral of the clients to appropriate community health and welfare agencies, and through close liason was able to feed back information affecting the youth's adjustment.

Vista Volunteers were used to seek out those youth who were not reporting to theCenter. This supplemented the efforts of the Home & School Visitors and resulted in inducing at least 52 youth to stay in and complete the program.

Shortly before the youth completed his program, another family interview was held. The primary purpose of this interview was to secure continuing support for the youth after he re-entered school on a full time basis, or was enrolled in a vocational training course, or was embarking on a full time job. In addition to a discussion of the youth's progress and newly found strengths for additional improvement were delineated, and recommendations for specific family supportive actions were noted.

Referrals to Other Services - Shortly after the program commenced,it became obvious that many of the youth had physical, emotional, family, and economic problems with which neither JEVS nor the Schools were equipped or staffed to handle. Contacts were therefore made with a variety of community health and welfare agencies in order to arrange for the delivery of the necessary services. The following listing though not complete will serve to illustrate the type of problems impeding the rehabilitation of the youth and services afforded.

a. Temple University Medical Center for a variety of physical and emotional problems. Evaluations and treatments.

b. Hahneman Mental Health Center for Emotional problems.

c. Human Renewal Branch of the Philadelphia Department of Public Health. Evaluating and treatment of emotional problems.

d. Pennsylvania College of Optometry. Examination and free prescription glasses to correct visual problems.

e. Women's Medical Center - Examination and treatment of physical problems.

f. Pennsylvania Department of Public Welfare for assistance

g. Women's Christian Alliance for assistance with emergency family and financial problems.

h. Legal Aid Society for assistance with legal problems.

i. Municipal Court Juvenile Division - Close contacts were made with the probation officers and use workers in order to secure understanding of the project youths' problems and protection of their interests.

Visits to the Schools - During the third year of the program a JEVS psychologist visited each school at least once during each week. This visit was used to discuss each youth's progress with his teacher and school counselor. The teachers and counselors thereby gained a better understanding of the overall goals of the joint program as well as the progress being made by each youth. The visits improved the recruitment and selection of youth during at least, part of the third year but did not result in many changes in the curriculum. During the period of the experiment, the schools were undergoing so many financial and other problems that it was difficult to secure the adoption of innovative materials and instructional methods.

Parental Involvement - In the first year of the program, efforts to bring parents into the Center to discuss the implications of the service to be rendered on their children were not wholly successful. Accordingly, the JEVS social worker organized a Parents-Counselors' Association to promote the parent's interest and cooperation during the second year of the project. The school coordinators supported by phoning some of the more reluctant parents. Vista volunteers were used to visit the parents in the homes to explain the importance of their participation.

This method of recruiting and organizing the parents was made more effective during the last two years of the programs by enlisting parents to contact non-participating parents and by giving the parents an active voice in preparation and conduct of the graduation program. Consequently, by the third year of the program more than 75% of all the parents were visiting the Center to discuss the problems and progress of their children. This was a marked increase from the 35% who visited during the first year.

As noted above, parents helped organize and conduct the graduation exercises at the Center conducted each June. Attendance was excellent because the parents organized telephone squads to remind the families of the importance of the ceremonies. During the third year, more than 85% of the youth had one or more of their family members in the audience.

A representative of the parents was given a place on the agenda, and certificates of attainment, and pen and pencil sets were awarded at the ceremony to each graduate. Refreshments were served to theyouth and their families during a social hour which followed.

Several major benefits of parental involvement in the program resulted. Most significantly, the youth learned that their parents or guardians were concerned about their immediate performance in school and the Center and their total vocational development. The program also afforded the parents a sense of identity and a recognition of their need to be intimately involved in their children's development.

In Service Training Sessions- Periodic in-service training was held throughout the program for both the professionals and foremen on how to handle the specific problems of these youth. In addition, the foremen were taught how to rate disadvantaged youth and how to incorporate and utilize counseling techniques in the supervision of these youth. Discussion of specific cases were found to be a most effective method for staff training. The training served the following purposes:

a) Staff became more aware of the youth's problem.
b) Staff understood these problems better.
c) Communication between the professional and industrial staff improved.
d) Constructive methods for remediating the youth's problems were devised.

The Youth Population

A total of 276 (176 males and 100 females) handicapped youth aged 16 to 18 who were likely to drop out of school were referred to the JEVS Work Adjustment Center. The Youth were selected by School personnel in three North Philadelphia High Schools i.e., Thomas Edison, Benjamin Franklin(both boys'schools), and Simon Gratz (Co-educational) during the first year (July 1,1965 to June30 , 1966) and two schools Benjamin Franklin & Simon Gratz during the final two years - July 1,1966 to June 30, 1968.

Most of the youth lived in ghettos which were characterized by poor housing,high rates of unemployment, low levels of education, multiple physical, and mental health problems, high levels of criminality, delinquency and illegitmacy and other symptoms of personal and social disorganization. These youth were in fact disadvantaged even though not all economically "poor". Even though 157 (56.8%) of the 276 boys and girls indicated that the major wage earner was employed 153(55.4%) said the family was receiving some form of public assistance. This means that even though the major wage earner was employed, he or she often was a marginal worker and therefore the family was entitled to supplementary welfare payments. (Table 1-Appendix).

The disadvantaged status of these youth is further underscored by the fact that more than half (56.1%) of the youth said that there was no masculine figure at home. This supports the conclusion that the female breadwinners were likely to be employed in low paying jobs and therefore, often had to receive at least partial assistance grants.

The fragmented nature of the youths' families is depicted in Table 2,(Appendix). Only 108(39.1%) of the 276 youth were living in homes in which both parents were present.* Coincidently an identical number of the youth stated that their parents were separated. The balance of the youth described their families as follows:

Parents divorced 17 or 6.1%
Father deceased 32 or 11.6%
Mother deceased 11 or 4.0%

The data regarding marital status may well mean that in some cases the masculine figure in the home was an older sibling, other relative or family friend.

An indication of the family's general health status may be seen from the fact 170(61.6%) of the 276 youth said that the family had no physician and that except for the routine and often cursory school medical they had not had a complete physical examination in many years. Some of the youth indicated that they only attended a clinic when a dire emergency occurred or when they "were "forced" to by school authorities. Usually,even the problems detected during the periodic medical examination in the schools were not treated because of lack of understanding by the youth and their parents, lack of information about available community resources, or lack of ability to pay even the small clinic fees.

The chaotic family life, economic deprivation, and problems of health were compounded with behavioral problems. The information cited was obtained by JEVS psychologists during counseling interviews shortly after the youth withheld this kind of stigmatizing information and therefore the data may be viewed as a minimal statement of the extent of unsocial behavior. Therefore, it is significant that:

93(33.7%) of the youth were members of fighting gangs;
116(42%) had actual court records.
77(27.8%) had participated in gang fights.

There was a somewhat marked variance between the boys and girls in the sample with respect to delinquent behavior. In all likelihood,this variance stems from the fact that the variables used relate to acts commonly committed by boys. Thus 70(39.7%) of the boys as compared to 23(23%) of the girls said they were gang members;94(53.4%) of the boys as compared to 22(22%) of the girls said they had court records; 66(37.5%) of the boys as compared to 11 (11%) of the girls took part in fights with opposing gangs. (Table 3, Appendix).

The individual characteristics of the 276 youth served may be summarized as follows: 176(63.7%) of the youth were males; 163(92.6%) of the males were negro; the balance of the males were 6(3.4%) Puerto Rican; 7(3.9%) whites. All of the 100 girls admitted to the program were Negro. Thus,if the population is studied from the vantage point of race, it can be noted that 263 of 276 or 95.4% were non-whites. (Table 4, Appendix).

This population may be characterized as young. The majority had recently reached their 16th birthday when they entered the program: 130 (73.8%) of the 176 boys were 16, 43 (24.4%) were 17,and only 3(1.6%) of the boys were 18. The slight differences in the age distribution of the girls does not seem to be significant enough to have effected the program outcomes. Thus,the age distribution of the girls was as follows:

75(75%) of 100 were 16,20(20%) were 17, and 5(5%) were 18. Table 5, Appendix.

At intake 179 (64.8%) of all the boys and girls were classified as marginally retarded; 72(26.1%) were classified as having personality disorders; and 25(9.1%) were classified as emotionally disturbed. (Table 5, Appendix).

The above designations were based on information provided by the information provided by the schools and were sometimes open to question. Particularly,the label "mental retardation" was found to be derived solely from results achieved by the Youth on the Philadelphia Mental Abilities Test,a group test which is used only by the local Board of Education. For this reason, the JEVS psychologists retested each youth with the Wechsler Adult Intelligence Scale. The mean differences during the three years of the program are as follows:

Philadelphia Mental Abilities Test	77.5
WAIS Mean	84.9

(It may be noted that the youth were tested again at the close of their respective programs. The WAIS Mean was then 89.0)

After the JEVS testing was supplemented by an intensive examination of each youth's school and social history and several counseling interviews, it was possible to revise the disability classifications. The more specific and more accurate designations are extracted from Table 6, (Appendix) and recorded in the following chart:

	NO.	%
Mentally Retarded	77	27.7
Personality Disorder	121	43.8
Emotional Handicap	63	22.8
Multiple Handicap	15	15.4

There were no multiple handicaps listed in the initial groupings (Table 5, Appendix). There were differences in assignment to handicap grouping by sex. As indicated above the designation mental retardation was applied much less frequently with either sex; personality disorders were more frequently used as designations for the females in the initial groupings. However, after the JEVS total evaluations, it was found that a greater percentage of the males than the females were so handicapped. The converse phenomena was observed after JEVS evaluation with respect to Emotional disabilities. These comparisons are based on date extracted from Tables 5 and 6 (Appendix) and are depicted in the chart below:

Percentage of Clients according to Handicapped Designations by Sex

	Before JEVS Evaluation		After JEVS Evaluation	
	Male %	Female %	Male %	Female %
Mental Retardation	64.2	65	26.7	30
Personality Disorder	23.8	30	48.3	36
Emotional	11.3	5	19.3	29
Multiple	0	0	5.7	5

Although, the total sample is too small to make a sweeping statement regarding the handicap which effects the behavioral problems of boys as compared to girls, the JEVS designations may be viewed as a first step in a procedure for defining the problem of such youth who are in danger of leaving school without graduating.

Students of the dropout problem note that many of the youth are unmotivated because they own parents' educational histories are marked by a series of failures. The parents, themselves were dropouts and therefore can not serve as models for their children. Information gathered during initial counseling sessions and at the intake interview provides the following facts: 115 (41.7%) of the youth's parent or guardian did not complete elementary school; 84 (30.4%) did not complete high school ; only 77 (27.8%) completed high school; and not a single parent had any type of post high school training. (Table 7, Appendix).

It is common place to attribute the above phenomena to the fact that families recently migrated from the rural South. JEVS counselors estimate that at least 70% of all the youth's parents were native Philadelphians. The balance of the families were in-migrants though not always from the rural South. The families did evidence a pattern of considerable migration within the city's boundaries and most frequently the migration was within North Philadelphia. This did effect the accomodation and adjustment of the youth to the school.

Many educational authorities state that most school drop-outs and push-outs leave school before they reach the eleventh grade. If this is so,it is possible to state the population served were most prone to leave school prior to entry into this program. Specifically, 137(46.0%) of the youth were in the tenth grade and 60(21.7%) were in special classes. The latter group was particularly likely to leave without graduating. They were probably the least prepared for jobs and the least likely to receive special treatments in school, since the school principals could declare them non-educable and drop them at any time. There were many more boys than girls referred from special classes i.e.,57(32.4%) of all the boys as compared to 3(3%) of the girls. (Table 8, Appendix).

One hundred and thirty (73.8%) of the boys were 16 years old as compared to 75(75%) of the girls,43(24.4%) of the boys were 17 years old as compared to 20 (20%) of the girls; 3(3%) of the boys were 18 years old as compared to 5(5%) of the girls. This indicated that the two samples were fairly comparable.(Table 9).

There was some significant differences between boys and girls with respect to school achievement prior to entry into the program. For example, 57(32.4%) of all the boys were in ungraded special classes as compared to 3(3%) of the girls. As might be expected most of the Special Class Youth were 16 years old and many more boys than girls were in special classes,i.e.,46(26.1%) of all the boys as compared to 2(2%) of all the girls. These data may indicate that the boys may have been more difficult to handle in the school setting and therefore were more likely to be sent to special classes. Girls,on the other hand, may have been retained in school.

The fact that larger percentages of girls managed to reach the eleventh and twelfth grade also may be due to the likelihood that they were more apt to be given automatic promotions since they were more amenable to school discipline than the boys.(Tables 9,10-Appendix). Parenthetically,it must also be noted that during the first year, two boys schools,i.e.,Thomas Edison and Benjamin Franklin referred youth to the program. The referred youth appear to have been largely "special" students. Although the Edison High School was not included during the second and third year, all of the Ben Franklin boys did come from special classes. It is noteworthy that most of the girls from Gratz High School were not referred from special classes.

More girls than boys referred from the 11th and 12th grades regardless of disability. Since most youth referred to the program came from the 10th grade or special classes, it is obvious that fewer boys in programs who were mentally retarded, or had personality,emotional disabilities had achieved the 11th or 12th grades. Specifically,29 (16.5%) boys as compared to 50(50%) girls were referred from the 11th and 12th grades as compared to 3 boys. (Table 10,Appendix).

A review of this student population's work experience prior to entry into the program reveals that 94(53.4%) of the boys and 63(63%) of the girls had never held any kind of renumerative job for even a day. The girls appear to have fared somewhat better with respect to occasional odd jobs than the boys,but more boys than girls appear to have been able to get part time and neighborhood youth corps jobs. These part time jobs were generally of low order,i.e.,errand boy,porter, etc. Most of the girls found work as baby sitters,mother's helper,etc. One girl had some experience as a clerk in a local variety store and two others had worked as waitresses in luncheonettes.

Although, more than half the youth had never held any kind of job, the JEVS psychologists felt that a joint program with the schools might result in a significant number of rehabilitations. They pointed to the fact that the cultural and economic deprivation of these youth probably resulted in a larger percentage of school failures and certainly a larger percentage of youth failing to get any kind of work experience prior to entry into the program.

JEVS psychologists attempted to assess thr reality of each youth's educational and vocational goals when the boy or girl entered the program. Since the youth's expressed goals were recorded early in the program and no recording of revised goals were made at the end of the program there is some question regarding the validity of the data and whether the program effected changes. The data is nevertheless presented since it does throw some light on what many of the youth were aspiring to when they entered the program. It is also likely that many youth overstated their aspirations and that JEVS Psychologists did not recognize this until later in the program, i.e., after several counseling interviews.

Despite these limitations, it is obvious that the majority of the youth appeared to have unrealistic goals when they were admitted to the program. The following summarizes the differences between age groups; approximately 55% of both boys and girls aged 17 had unrealistic goals; boys aged 16 were somewhat more realistic than girls, i.e., 59.2% as compared to 64% of the girls expressed unrealistic goals. Since the number of boys and girls aged 18 years was an infinitesimal portion of the total sample, no effort was made to analyze these date. (Table 12, Appendix).

Personnel Involved in the Program - The project personnel consisted of twenty persons from JEVS and the equivalent of five persons from the Board of Education. These staff members provided the educational and rehabilitation services to the youth. In addition, both JEVS and the Board of Education provided various staff services to ensure the success of the program. There was turnover of staff during the course of the program. The following list includes all persons who worked in the project during the three years. It does not include persons who offered consultative or other supportive services or persons from the Board of Education who were assigned on a part time basis.

1. Jewish Employment & Vocational Service. Most of the staff involved in the supervision had at least completed preliminary examinations for a doctoral degree. Drs. Saul S. Leshner and George S. Snyderman hold Ph.D. degrees. Philip Spergel, JEVS Chief of Professional Services earned a D.Ed. degree based on data from the program prior to the conclusion of the program. All three had had training and experience in the collection and interpretation of data. The psychologists involved in the collection of data all had a least Master's degree in Counseling Psychology; several had passed preliminary examinations for a doctorate.

The Project Supervisor had formerly been responsible for various youth programs, including one for school dropouts, conducted by the Pennsylvania State Employment Service in Philadelphia.

Project Director - Dr. Saul S. Leshner, Executive Director, maintained final responsibility for all major decisions and for fiscal and personnel matters.

Project Supervisor - Dr. George S. Snyderman, Special Projects Co-Ordinator, planned and directed detail of the project including assignment, training and supervision of Staff.

Evaluation Psychologists - David Behrend, Harold Kulman, and William Smith supervised evaluation assistants, provided supportive counseling during the evaluation phase, wrote technical evaluation reports, and participated in staff conferences.

Counseling Psychologists (Rehabilitation Psychologists) -Leonard Perlman, Allen Swartz, Frank Constant, Diane Eckhoff, Joan Levinson, were responsible for intake and counseling as well as coordinating the individual youth's program with procedures directed at adjustment in school and work, referring youth for ancillary services, and advising foremen when and how to manipulate the work environment in order to expedite the adjustment process.

Remediation Assistants - Ernest Lingo, Fred Cipriani, Elizabeth Gallagher, Theodore Hancock, Heidi Rusman and Sylvia Rock provided remedial instructions in basic reading, writing and arithmetic under supervision of the JEVS Reading Psychologist, to individuals and small groups of youth.

Evaluation Assistants - Alphonso Joyner, William Barnes, Samuel Bowens, Evelyn Dauer and Herman Gart administered a series of graded industrial work samples and other tests to determine the nature of the youth's problem as well as his special abilities and aptitudes for selected occupational activities.

Assistant Shop Manager - Edward Reese maintained production records and schedules. He was responsible for the planning and supervision of the production and business aspects of management. He also assisted in the procurement of work contracts from industrial and commercial establishments.

Work Foremen - William Liberton and Kenneth Powell supervised and evaluated the youth in the performance of work tasks.

Bookkeeper - Alice Chaiken supervised the maintenance of financial records, such as payroll, purchase, accounts receivable, tax, etc.

Secretary - Rona Fishman, Naomi Kaprow and Estelle Magner performed secretarial and miscellaneous clerical duties related to the project.

Porter - George Barr performed janitorial and miscellaneous stock, shipping and receiving duties related to the project.

2. Board of Education

Teacher Co-Ordinators - Herbert Bass and Irwin Green maintained liason between Jewish Vocational & Employment Service and the High Schools, and arranged for the provision of differential instructions and other services appropriate to the youth's handicapping condition. Consulted with administrators regarding possible modifications of curricula and procedures.

Remedial Teachers - Various remedial teachers in participating schools were used to provide remedial instructions for the youth in the project.

Clerk Stenographer - The funds for the half time clerk stenographer were used to procure secretarial services from the high schools and the central administration.

Data Collection and Analysis

Demographic data was collected routinely at intake on the standard application form developed by the JEVS Work Adjustment Center. This form was placed in each client's folder, together with medical, social and psychiatric information collected from the schools and other agencies to which the client was also known. These data were tabulated when the youth completed his program or was terminated. This procedure was adopted because it was likely that additional information would be added to the folder as the youth progressed through the program. Prior to termination, a final staff review report was placed in the youth's folder. This summarized the youth's problem at intake, the changes effected by the adjustment program, and indicated steps to be taken for referral to another agency or to a job.

A supplemental data form was used to record additional demographic data such as a number of siblings, ages, educational background and vocational history, type of dwelling, number of other residents, marital status of parents, etc. The supplemental data form was also used to record the youth's opinion of his neighborhood, his relationships to other youth in the neighborhood, etc.

The youth was asked to rate his own health and ability to work, and his attitudes towards school. The youth also ranked job aspects, i.e. ten factors which they perceived as important to job satisfaction. A paired comparison system was used to help the youth arrange such factors as pay, hours of work, job security, supervisor praise, etc in a self developed hierarchy. Thus reports were received on every aspect of the youth's program, and all were filed in a folder.

The folders were housed at the Work Adjustment Center. Periodically, the Project Supervisor reviewed various data such as school or work problems hindering the adjustment and rehabilitation of the youth in staff meetings.

The counseling psychologists were asked to note in each trainee's folder the youth's reactions to supervisors and peers, together with his efforts to improve his performance and behavior. In addition, the data collected was reviewed semi-monthly by the Work Adjustment Center's Chief Psychologist. Although, he was not formally a member of the project team, he was responsible for the collection and analysis of data.

Reporting

A file, therefore, was kept on each youth. This file included psychosocial, educational and occupational data furnished by the schools and community agencies, the JEVS work sample and testing reports, work foreman reports, psychologist's assessments of behavior and summaries of staff observations and discussions. Preliminary and terminal case reports were reviewed by the chief psychologist and program supervisor. Their recommendations for changes in content and style were incorporated in the report prior to the staff conference. Periodic meetings with the project staff were held by the project supervisor to discuss collection, recording, analysis and interpretation of data.

1. Reporting the Intake Interview

When a youth arrived at the Center, a staff member notified the school coordinator; if the youth failed to report, a psychologist notified the coordinator. During the intake interview, the psychologist attempted to gather as much information about the youth as possible. Since many of the clients were defensive and non-committal, some of the material had to be obtained after the client had entered the program.

2. Reporting for Prevocational Evaluation

During the prevocational evaluational period, detailed personal, psychological and vocational observations were recorded. For each task within each occupational area at each level of difficulty, starting, stopping,and total times were noted. The youth was rated for both speed of performance and accuracy. In addition, behavioral observations such as punctuality,attendance, appearance, frustration, tolerance, learning speed, psycho-motor activity, etc., were recorded. When the youth finished the pre-vocational evaluation phase, a detailed summary check list was completed by the evaluation psychologist describing his overall behavior, enumerating vocational strengths and liabilities, and making recommendations for the next phase in the rehabilitation process. When the client moved into production evaluation, he was assigned to an industrial foreman. This foreman also received a transfer form, which was completed by the pre-vocational evaluation staff, describing the client in terminology that the forman could understand.

3. Reporting for Production Evaluation and Work Adjustment Services.

Both the foreman and rehabilitation psychologist kept detailed records of clients progress. Daily and weekly production reports were kept. The foremen rated each youth on a graded scale using the following variables; work attitudes, motivation, persistence, initiative, coordination, job learning ability, retention of instructions and ability to learn new jobs. In addition the foreman recorded the youth's production, and quality rates, and the even-ness with which he paced himself. The rehabilitation psychologist included the foreman's ratings with his own observations in charting each youth's progress and development. Progress reports were completed for each client.periodically. When the client completed his program, the psychologist wrote a narrative report describing his development and recommending the type of job that was most feasible for him.

4. How Reports Were Used.

Information noted on reports was used to plan procedure to facilitate the rehabilitation of each youth. Within the school the reports helped stimulate counselors and teachers to better understand and accept each youth so that guidance and instruction would be geared to help the youth complete high school. In addition, efforts were made to help curriculum supervisors and school administrators accept the necessity for changing instructional methods and content to meet each pupils needs.

Within the JEVS Center, all intake, evaluation, and foreman's production reports were used to plan the vocational treatment which would help the youth improve. The treatment plan that evolved, specified the educational, vocational and personal counseling which best remediated the youth's problem. JEVS counselors completed a Monthly Progress Report which was shared with the school coordinator. The check list rated each youth on the following variables: Initiative, persistence, work attitude, and motivation. As indicated above, counselors and teachers were helped to better understand each youth and provide more individualized services.

Follow-through and Follow-up

1. Follow-through was the technique used to assure that the youth was securing the necessary individualized services he required to achieve maximum rehabilitation. It served as a technique for evaluating the progress made as well as a prescription for additional services needed.

The JEVS psychologists maintained continuing contact with the schools, through the coordinators and by weekly visits to the schools. In addition, school and JEVS work shop personnel met periodically to discuss communication problems as well as procedures to be adopted in behalf of individual youth. JEVS staff contacted cooperating community agencies to ensure understanding of the youth and their families as well as continuity of services.

Follow-through was incorporated as part of the JEVS Counseling process. A youth's problem was dealt with as a work problem. The industrial foreman stressed work of good quality; taught the youth to pace himself properly; emphasized persistence; and stressed productivity, attendance and punctuality, personal responsibility, and the group goals as the reality factors specific to being an efficient worker. When a youth evidenced difficulty in any one of these areas, the foreman attempted to help him work out his problem. If the foreman failed, he referred him to his rehabilitation psychologist who tried to help him understand and accept the problem so that he could deal more effectively with it.

2. Follow-up was an after-the-fact- technique used when the youth had completed his rehabilitation program and was back in school or in a job. Its purpose was to determine whether he had made a satisfactory adjustment; whether the services given him during the course of the program were adequate; and whether he was continuing to develop vocationally and was maintaining his gains. The technique permitted the JEVS and School Staff to take additional steps in behalf of the youth who was not making a maximum adjustment.

It was also useful in evaluating the overall program with respect to suggesting changes in techniques and goals.

Adjustment is defined here because both follow-through and follow-up were used to assure and evaluate this phenomenon. It is defined by JEVS psychologists as the youth's ability to meet the emotional, mental and physical demands of the school and/or the job which is consistent with his capacities,personality and development, and his continuing motivation for training and/or work. Therefore, studying the youth's reactions in the classroom and in the work situation, to teachers and counselors in the school, to work supervisors and peers in the Center, yields valuable data which can be used to rehabilitate handicapped youth who are possible drop outs.

The school coordinators were notified of all absentees. They endeavored to reach the youth or his parent by phone or personal visit. At the same time JEVS staff wrote letters or phoned the parent or guardian. If after two attempts the youth was not reached, the Vista Volunteer visited the home. JEVS staff found that the home visitation technique was most rewarding. It was, however, costly because of the number of "call backs" which had to be made.

Case conferences were used to isolate the youths educational and vocational problems and formulate the most effective methods for facilitating his rehabilitation. The conference fixed responsibility for carrying out recommendations.

At least six formal staffings were held on each youth. The first and the last coincided with the end of the evaluation period and the termination date. The other staffings were held to prescribe methods for dealing with current problems and for reviewing results of particular treatments.

The initial staff conference was held after the prevocational evaluation period. This was attended by the supervising psychologist, the pre-vocational evaluation supervisor, the client's rehabilitation counselor, the social worker, and the school coordinator. The basic question answered at this time was whether or not the client should be continued in the program. If it was determined that the youth should be retained in the program, the staffing then directed its attention to the ways in which behavior could be modified so he could develop a suitable student-worker personality. His vocational assets are enumerated as are his specific work problems. The group made recommendations regarding methods for strengthening the client's positive traits as well as dealing with his liabilities. A few youth were terminated at the initial staffing because; they could immediately return to full time school and utilize supports available in the school; or they were too emotionally disabled to profit from JEVS services. In the latter instances the schools were apprized of suitable community agencies which were equipped to deal with the youth's particular problem.

The final conference was primarily concerned with determining educational and vocational goals for the youth who were able to organize their personalities and mobilize their energies sufficiently enough to return to school on a full time basis or eventually find and hold a job in the competitive labor market. Staff participating in the final conference included the foremen, the psychologist, the social worker, the coordinator and any other staff member who could make a contribution to the understanding of the youth.

Placement

Responsibility for placement of youth not returning to school was assumed by three (3) agencies, i.e., the schools, JEVS, and the Pennsylvania State Employment Service (PSES).

Approximately two weeks before termination, youth who were not returning to school and who were deemed employable were referred to JEVS employment counselor at the agency's main office for placement services. The youth was also referred to the PSES for placement services.

At JEVS actual job development was performed in the youth's presence. If a job possibility was elicited during the first session, the youth was referred with appropriate suggestions, as to the type of conduct most likely to result in his being hired. Usually this attempt at finding a position at the first job development contact was not successful. The youth was assured that rejections were to be expected in job finding and that efforts would continue until he was placed. The youth was given an appointment to return for additional placement services.

Job Development by JEVS

As indicated above, JEVS employment counselors attempted to develop specific job openings for each youth. They talked with the prospective employer in person or by phone to explain the youth's assets and the conditions under which the employer could best utilize the boy or girl. The job opportunity was then explained to the youth, who was also shown how to get to the job, and counseled around what will be required to be successful in it. The youth was also advised to return to JEVS immediately if he lost the job so that additional job developement could be performed in his behalf. JEVS also secured job openings by circularizing the qualifications of selected youth to a list of the employers it does business with.

CHAPTER III
RESULTS

Two hundred and seventy-six handicapped youth aged 16 to 18, who were likely to drop out of school were enrolled for a school year in a rehabilitation program requiring them to spend half days in the educational institution and half days in the JEVS Adjustment Center. One hundred and ninety-one youth completed the program; of these 105 returned to school, 35 were placed on jobs, 44 were placed in training. Six of the youth who returned to school were graduated. During the three years of the program, i.e., July 1, 1965 to June 30, 1968, out come data were collected. (See Tables 13 to 18 of the Appendix). The data discussed here are abstracted from the tables as well as case records in order to depict a concrete accurate accounting of the most significant outcomes.

The behavior of the youth was affected by the continuing support afforded by J.E.V.S. counseling psychologists. This apparently helped the boys and girls relate better to school, family and neighborhood. Additionally, where the youth had no adult male support in his home, the J.E.V.S. psychologists and foremen served as male models. Therefore, Counselor, foremen, and peer relationships extended and enlarged the pupil's social environment and experience. The industrial setting provided concrete activities which the youth could relate to their own lives. As a result, the youth gained an understanding and a clearer perception of school materials, and the usefulness of getting an education. The date and discussion below supports the changes noted in the youth.

Behavioral Changes: During the first ten weeks of each program year, the youth received a good deal of counseling to alleviate anxiety,hostility,fear of authority, and emotional immaturity. At the end of this period, they were able to mobilize their energies and control their behaviors. Accordingly, significant and favorable behavioral changes occurred in school as compared with the youths' actions for the same period the year previous to their program enrollment. The following figures show the decreasing trend in absenteeism,tardiness, and suspensions.

Comparison of Behavior for the First Ten Weeks of the Previous School Year and Year Enrolled in the Work Adjustment Center(N=276).

	Before	After
Percent of days absent	17.2	9.8
Percent of days late	7.0	3.8
Average number of suspensions	6.9	3.3
Total number of counselor contacts	84.	87.

Adjustment to School: End-of-the-year data from the schools indicate that the students maintained the trend of behavioral changes, and in addition, showed some improvement in academic interest and performance. Class-room teachers rated the youth on eight adjustment variables upon their completion of the program. The tabulation of the comments of teachers, although highly subjective, supports the findings, recorded in Figure 2. Approximately 50% of the youth made improvements on each of the following variables: Cooperation, participation in class, attitude, work habits, attendance, willingness and ability to follow instructions, learning speed and ability to retain what is learned. It was the feeling of JEVS staff from discussions with school teachers and counselors that school personnel tended to under-rate these youth and that actual improvement in these highly subjective areas could have been higher than the ratings assigned. The chart which follows is a listing of the percentage of youth improving.

TEACHER SURVEY PERCENTAGE

Adjustment Variable	Became Worse	No Improve-Ment	Slight Improvement	Much Improvement	Total Percent
Cooperation	14	28	43	15	100
Participation in Class	17	34	36	13	100
Attitude	15	30	39	16	100
Work Habits	17	29	39	15	100
Attendance	24	38	21	17	100
Follows Instructions	16	28	41	15	100
Learning Speed	13	37	45	5	100
Retained What is Learned	14	35	45	6	100

The Success Cases

Twenty-six (14.7%) of all the males and 13 (13%) of all the girls were found not to need the rehabilitation services offered at the Center. (Table 14, Appendix). They were therefore, returned to the schools with recommendations to the instructional and counseling staff. Although, these can be considered success cases, they were not included in the tabulation of results because they did not receive all the rehabilitation services. It was reported that in-depth diagnostic and evaluation services did help the schools deal constructively with these youth. It was noted that all these youth returned and remained in school until the end of the school year.

Excluding the 46 youth (28 boys and 18 girls) who failed to complete the program, 191 (69.1%) of all the youth or 122 boys and girls did complete the program. Actions taken after completion varied widely between the boys and girls. Thus 46 (26.1%) of the boys as compared to 53 (53%) of the girls completed the program, and returned to school. If these numbers are added to those returned to school after evaluation, it may be noted that 72 (40.9%) boys and 66 (66%) girls were helped to remain in school. It may be concluded that the girls served in this program were more amenable to school than boys. (Tables, 13, 14, 15, Appendix). This conclusion is also supported by the fact that more boys than girls were placed in jobs, i.e., 34 (19.3%) boys as compared to 1 (1%) of the girls. Similarly, 33 (18.7%) boys as compared to 11 (11%) of the girls were placed in training (Tables 13 to 17, Appendix). The few youth accepted by the Pennsylvania Bureau for Vocational Rehabilitation for training and other services is more indicative of the youth's impatience with the req -

uired "red tape" and waiting than the Bureau's unwillingness to assume responsibility.

In sum, then, the results indicate that the program helped 50% of the total youth served to stay in school and another 33% to find jobs, enter training, etc. (Table 13, Appendix). The results indicate that consideration should be given to designing future rehabilitation programs differently for boys than girls i.e., programs for boys may include greater emphasis on placement in jobs and training, whereas programs for girls may be better directed toward return to full time school.

As indicated above, 122 (69.1%) of the boys and 69 (69%) of the girls completed the program regardless of the type of handicapping situation. This means that disadvantaged handicapped youth can, and will respond to the type of joint rehabilitation program offered by JEVS and the schools. The diagnostic categories of both the boys and girls rehabilitated were personality disorders; mentally retarded; emotional, and multiple handicaps.

The percentage of persons in each disability group rehabilitated of the total youth completing the program was abstracted from Table 14 and posted in the following chart. This shows the percentages of each category which were helped to stay in school or otherwise rehabilitated.

	% Males *	% Females **
Mentally Retarded	36.1	28.9
Personality Disorder	40.2	40.6
Emotional Handicap	11.4	23.2
Multiple Handicap	11.4	7.2

* Percent of 122 Males completing the program

** Percent of 69 Females completing the program.

Thirty-five youth were placed in competitive industry (Table 16, Appendix). Only one of these was a girl. As already indicated, this rehabilitation program was primarily designed to keep the youth in school so only secondary emphasis was directed at job placement and that only the youth who could no longer profit by the formal educational procedures of the schools were helped to get jobs. That 12.3% of the 276 youth were placed in jobs does not tell the entire placement story; 35 (28.6%) of the 122 youth completing program were placed in jobs. This indicates that the program did prepare the youth to enter the competitive labor market.

It is surprising that 18 (52.9%) of the 34 boys placed were mentally retarded and 12 (35.2%), had personality handicaps, since these are usually considered difficult to place in competitive industry. Most of the boys (67.8%) were placed in miscellaneous light factory jobs such as assembly of electronic units, packaging of hardware and a variety of other semi-skilled and unskilled jobs. Except for five boys who were employed as electronic assembler trainees, all the other jobs may be viewed as having little or no opportunity for advancement. It was therefore, recommended that follow-up be continued for a period of at least a year in order to eventually help these boys enter jobs with upgrading possibilities.

Forty-four (15.1%) of all the boys and girls admitted to the program were placed in some kind of training. This figure is a gross calculation and does not indicate the true potentialities of the population. If the number of youth entering training is calculated from those who completed the program we find that the 44 trainees constitute almost 36%. Eighteen of the 33 boys placed in training were mentally, and eight were handicapped by personality disorders. Together, the boys in these disability categories accounted for more than 78% of all the boys placed in training. Only 11 girls were placed in training,but 10 of the 11 girls were in the mentally retarded and personality categories. (Table 16,Appendix). These data reinforce our previous statement regarding the value of a rehabilitation program for these kinds of youth.

Two conclusions may be drawn from the foregoing statments,i.e., with the present handicapped disadvantaged populations in the schools, it may be well to consider more of these youth for vocational training outside the schools and secondly, presentation of training programs both inside and outside the formal school setting should be examined to see how more emotionally and multiple handicapped disadvantaged can be enrolled.

It must be recalled that during the life of this program, there were few training opportunities in private industry. The bulk of the opportunities were in Job Corps,Neighborhood Youth Corps and MDTA courses. These are designed for displaced workers and "poor persons". They are not, therefore, likely to inculcate in handicapped persons, who are disadvantaged and often "poor", the proper behaviors and skills for adjusting to the world of work. This can best be accomplished by an on-the-job training opportunity with a properly credited employer. Only four youth (three boys and one girl) had such training,(Table 17,Appendix). The President's emphasis on providing more such opportunities for the disadvantaged through National Alliance of Business and other groups should rectify this situation in the coming years.

The Failure Cases

Forty-six (16.5%) of the 276 youth may be deemed failure cases i.e.,they either dropped out, were dropped from school, or were unable to benefit from the program. As may be expected the youth's reasons for dropping out to seek work were usually inaccurate. Examination of the individual case records indicates that 14 boys and 5 girls or (6.9%) of the total youth entering the program said they left school and the JEVS Center to seek work. Follow-up showed that only two boys and one girl were actually employed on a full time basis. The remainder may be charted as follows:

	Boys	Girls
Unemployed	8	2
Working-weekends only	2	0
Casual Jobs Only	2	2
	12	4

Efforts to induce these youth to return to school were unrewarding and since they had reached their seventeenth birthday, they were not subject to the provisions of mandatory school legislation. When interviewed by JEVS staff members, the youth gave many and varied reasons for dropping out of the program. All of the responses are listed below:

	Boys *	Girls *
Was Fed up Generally	8	3
Disliked School	10	4
Disliked the JEVS Center	6	5
Could not take Supervisor.	3	4

	Boys*	Girls*
Disliked peers in the School	4	2
Disliked peers in the JEVS Center	5	3
Wanted to get a job	14	5
Wanted more money	8	6
Wanted time for self	9	3
Wanted more time to devote to boy or girl friend	2	4
	69	39

* Some of youth indicated more than one reason for leaving.

The forty-six youth represent a failure rate of 16.6% as compared to an average school drop out rate of at least 65%. Although, 19 said they were leaving school and the program to obtain full-time employment, only 3 youth actually found it. Not one of these drop outs found a job with upgrading possibilities.

Interrogation of the drop-outs by JEVS led to the conclusion that while generalized reasons were given for leaving (disliked the program, disliked peers, wanted more money, needed more time for self,etc.), psycho-social problems affected their adjustment. Most of them seemed unable to relate to authority or peers in their school or the work center. Lack of tolerance for structured activity, for a stabilized work tempo, low cultural values and limited aspiration, attended by profound feelings of unworth and mistrust of helping agencies, were also reasons for dropping out, according to staff interpretation.

Other reasons for leaving the program included seven (7) youth dropped by the school for disciplinary reasons; eleven (11) youth unable to benefit from the program, and therefore returned to the schools with recommendations for referrals for specific services; two (2) boys who were incarcerated; five (5) girls who became pregnant; and two (2) boys who moved out of the area: (Table 18, Appendix).

Despite this elaboration of the failure cases, another explanation is in order. To date 7 boys and 5 girls have contacted their psychologists at the Center for assistance. Two boys and one girl were accepted for the on-going JEVS full time rehabilitation program at the Center; three boys and one girl were referred to the State Bureau of Vocational Rehabilitation and the remainder are receiving counseling and placement services at the JEVS Core Agency.

Additional Research Findings

A doctoral dissertation by Philip Spergel, Chief of JEVS Professional Services, investigated the relationship between measured and self-estimated interests, aptitudes and personality integration, using project population as subjects. A number of significant results regarding these relationships were obtained and are reported in the dissertation filed with Temple University. Various effects of the project were also cited, amond which were decreases in truancy and disciplinary problems, and increases in frustration tolerance, persistence, school achievement, and work productivity.

Another doctoral dissertation study of the subject population is currently being completed by Freda Herskovitz, a graduate student at the University of Pennsylvania. Her interest is in changes in several aspects of the self-concept of the project group compared with a control group in the schools who receive no modified curriculum of work adjustment experience. Initial analysis of her data, comparing test results at the beginning of the third program year with those at the end of the year, indicates an improvement in the experimental group on scales of general maladjustment and neurosis, with no changes found in the control group. There is evidence, however, that there is greater disturbance of the self-concept in the experimental group than those in the control or regular school program. While these results are highly tentative, she suggests that a one-year service may be insufficient to structure a new self-identity with severly disabled people. Disturbance of the self-image, or confusion regarding the self, is an initial effect of the rehabilitation process, and a longer period of time is required for more positive readjustment. It tends to confirm the position that personal and educational impairments which occur in early school years are difficult to overcome in later years.

CHAPTER IV

IMPLICATIONS OF RESULTS

During the course of the three year project, changes occured in the community which influenced the outcomes of the program. In the first year, numerous requests were made by students of the referring schools, as well as other schools to be admitted to it. Attendance was high and dropouts were few. Pupils in the program were viewed as a selected and fortunate group. With the advent of the Neighborhood Youth Corps and other anti-poverty programs which offered part-time work at good pay, acceptance of the JEVS program decreased. At the Work Adjustment Center, earnings were regarded as incentives and geared to productivity. They were generally lower than those of "competing" programs in which self improvement was not clearly a condition of participation. Nevertheless, teachers and counselors in the referring schools reported heightened motivation and achievement, and lower truancy among the pupils in the program. JEVS staff agree that effective incentives for improved functioning of handicapped disadvantaged youth must be linked to achievement and behavior change rather than to economic need alone.

The study was conducted during a period of transition in the public school system, marked by racial tensions, reorganization, and the introduction of new programs. While implications for the specific changes in the early school instructional system and content were revealed in the project, their introduction to the schools could not be achieved. The project objective in this respect was clearly unmet since the recommendations were not used or tested. The school administrators, however, agreed that some of the project findings should be used for change in the early school program.

The Board of Education is currently studying ways of (a) broadening basic and supportive services to the handicapped and disadvantaged, the majority of whom are to be found in regular grade rather than special classes; (b) early identification of problems and an improved classification system; (c) more relevant subject matter and programming to prevent "locking in" marginal pupils; (d) individualized educational planning and processes which differentiate the varied educational and developmental handicaps; and (e) the use of community resources in supplementing and reinforcing educational objectives.

The results achieved point to the fact that 191(69.2%) of 276 handicapped disadvantaged youth could be rehabilitated and therefore helped to make a better adjustment in school or enter the labor market. Rehabilitation was not achieved with usual procedures. What appeared most meaningful for these youth were the intensive evaluation, the use of real work to stimulate personal and work adjustment, individual and group counseling, remediation, intensive job development, individualized selective placement and follow-up employment counseling in the JEVS Center. The feedback of information to school personnel made it easier for teachers and counselors to understand and relate to these youth. There is no question that this helped many of the youth stay in school or otherwise benefit from the program.

Many of the boys and girls lacked the developmental experiences needed to learn the academic material presented in their schools. The psycho-social distance between the teachers and the content material presented in the classrooms and homes and neighborhoods is so immense that these youth fail to acquire concepts of relationship, of identifications, and definitions common to the academic world. In short, these youth never learned to read well and did not acquire the basic background of experience upon which to build academic learning and achievement. The youths' inability to read was directly related to their failure experiences. The initial categorization of the youth as mentally retarded by the schools may also be related to their inability to read. The loss of interest in school resulting from this inability to read forced the youth to assume the status and role of the underachiever and failure. Remediation at the Center, was generally provided in small groups. Often one to one coaching sessions helped the involved youth raise his skills to suitable standards. But even the limited remediation helped the youth find new interest in school activities.

It must be noted that techniques employed at the JEVS Center were applied differentially to youth according to his personal needs. What was apparent from the very beginning of the program is that, within broad and general handicapping disability groups, there were individual differences and needs. And, obviously a wide variety of responses to vocational treatments were due to these individual differences. It is, therefore, a mistake to categorize handicapped disabled youth by their disabilities or even the degree of their deprivation. We, therefore, may conclude that the rehabilitation thrust should be directed at the individual youth with such factors as handicap, economic and social deprivation, family status, etc. viewed as contributing causes.

Even though these youth had few employment experiences prior to entry into training, the staff, was able to place many in jobs or training. The fact that these youth are adjusting indicates that previous experience is not critical. It may be more helpful to determine the types of previous experiences which aid the youth to adjust than to be concerned about the amount. The disabled youth who has never had an opportunity to work may be a better bet for rehabilitation service than the youth who has been exposed to a series of meaningless menial blind alley jobs, and has been conditioned to view himself as a failure.

A major value of the Center experience seems to have been the extension and enlargement of the social environment so that youth could initiate new kinds of peer and authority relationships. Another was the provision of concrete activities which the youth could relate to their own lives. These extensions of experience permitted the youth to gain an understanding and a clearer perception of school materials. The situational learning environment at the Center cultivated work patterns in which the pupil could more deeply invest himself in assigned tasks and derive meaning and satisfaction from the work activities. This may be contrasted with former work patterns which engaged the individual only superficially and had little effect on his growth.

In summary,then,the program helped the youth to gain contact with school and work through concrete experiences and enabled them to initiate new behaviors and relationships with peers and authority. The introduction of new learnings at the behavioral level was supplemented and extended by verbal learnings which were more readily absorbed following direct experience. In a broad sense the program was an extension of the educational process as well as rehabilitation effort.

CHAPTER V

SUMMARY

The handicapped youth served were also disadvantaged socially,culturally, and economically. Nevertheless,one hundred and ninety-one (69.1%) of the 276 entering the rehabilitation program were helped to make a better adjustment to school or get and hold jobs in the labor market.

The program was successful because it enabled school personel,i.e.,teachers, and counselors to understand better and relate to the youth in more meaningful and constructive ways. This, in turn, helped many of the youth stay in school and benefit from the instruction.

The following specific findings and recommendations may be useful in the formulation of rehabilitation programs aimed at youth likely to drop out of school:

A. Disadvantaged handicapped youth need to be identified early in elementary school. Assessment and counseling should also begin early so that career plans are developed which are meaningful and realistic.

B. JEVS situational evaluation and adjustment procedures dissipated the cultural forces inhibiting the adjustment of youth to school and/or jobs.

C. JEVS procedures, despite unique qualities, had to be individualized to meet the particular needs of each youth.

D. A large staff,both Professional and Industrial, had to be maintained to assure individualized attention.

E. Work provided these youth was real and equivalent to work performed in private industry.

F. Counseling (Individual and Group) was integrated with personal and work adjustment processes to help the youth work through emotional difficulties hindering their success in school, training, or work.

G. Highly personalized,non-authoritative counseling in the school is necessary to help the youth maintain the gains achieved in the work rehabilitation program.

H. Follow-up counseling after employment reinforces gains achieved during such a program. This type of counseling should be part of any rehabilitation program aimed at disadvantaged handicapped youth.

I. Many youth regarded as mentally retarded reveal average competencies in a work setting.

J. Since many of these youth are, and continue to be, alienated from school, consideration should be given to developing a program on an industrial site which incorporates academic classes into a vocational rehabilitation program. This should improve youths' attendance records and make the combined program more meaningful to them.

K. Youth lacking competencies in reading and arithmetic can be helped to begin to acquire these skills in a work setting.

L. It is important to obtain the cooperation and participation of business and industry for providing the character and standards of jobs and training best calculated to help disadvantaged handicapped youth.

M. The use of indigenous persons to support and coach the youth in their neighborhoods is recommended as an adjunct to counseling and other rehabilitation procedures.

N. Coaches should in many instances, accompany the youth to the job or training site thus making certain that the youth arrives. By establishing a close relationship with the youth, the coach helps the youth become successful.

O. Efforts must be made to secure closer coordination of services in the community, and thus more direct and useful services for the youth and their families.

P. Schools need to devote more time to developing concrete and developmental methods and content. It appears obvious that these youth do not and will not relate to or learn from present day educational methods and curriculum content.

Q. Schools need to develop and provide more and better vocational courses for these youth. The present Philadelphia Vocational and Technical High Schools require that all candidates pass entrance examinations. Aside from the tenuous relationship or value of the vocational courses to success in industry, the procedure makes it virtually impossible for disadvantaged handicapped youth to enter these programs.

R. The provision of such services as family and vocational counseling to the youths and their parents or guardians is necessary to build and preserve stronger family units as supports for the youth.

Despite the positive results attained with this multi-problem school population, a number of questions remained unanswered. The following subjects are recommended for additional exploration and study:

1. Development of new ways to strengthen the counseling function in schools. Counseling should serve as a vehicle for forming better relationships with youth who are antagonistic and reluctant. Counseling should provide the key to long term educational and vocational planning and continuing maintenance of educational development.

2. Intensive continuing exploration into existing and newly proposed curricula to improve content and instructional techniques.

3. Experimentation with a curriculum in which rehabilitation services are housed in a facility other than a traditional school building i.e., a curriculum wherein the school is a part of work rather than work a part of school.

4. Determine ways to develop more intimate understanding and coordination between the school and community resources.

5. Development of better classification systems for use with disadvantaged disabled people particularly in cases of multiple disability so that educational planning can be improved.

6. Formulation of ways to utilize special classes and regular grade programs in harmony so that disabled youth can better integrate into the educational process in those activities in which he is non-disabled.

7. Study present vocational policies and procedures to determine whether:

a. Common methods, facilities, and educational criteria can be utilized;

b. Linkage between vocational and general education in early years can serve as a preparatory base for vocational development;

c. new techniques for vocational exploration in the middle school helps to expedite vocational identification and goals which can later be translated into vocational training;

d. Non-school common resources can be used to provide vocational experiences;

e. Vocational development programs can be correlated with the curriculum.

8. Formulation of methods for establishing standardized work shop procedures to promote more systematic and reliable vocational services for disadvantaged disabled pupils in a school system.

9. Exploration of ways to help State Rehabilitation Agencies to expedite services to disadvantaged handicapped persons.

10. Continuing analysis of early school leavers to isolate common characteristics and devise preventive measures and constructive programs.

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APPENDIX

TABLE 1: YOUTH'S FAMILY SITUATION

	Male		Female		Total	
Criteria	NO.	% *	NO.	% **	NO.	% ***
Guardian or Major Wage Earner Employed	99	56.2	58	58.0	157	56.8
Family Receives Public Assistance	98	55.7	55	55.0	153	55.4
No Masculine Figure In Home	103	57.9	52	52.0	155	56.1
Have no Family Physician	114	63.0	56	56.0	170	61.6

* Calculated by using N= 176 or Total Males Served

** Calculated by using N= 100 or Total Females Served

*** Calculated by using N= 276 or Total Youth Served

TABLE 2: PARENT'S MARITAL STATUS

	MALE		FEMALE		TOTAL	
	No.	%*	No.	% **	No.	% ***
Married: Living Together	66	37.5	42	42.0	108	39.1
Separated	73	41.4	35	35.0	108	39.1
Divorced	10	5.7	7	7.0	17	6.1
Father Deceased	20	11.3	12	12.0	32	11.6
Mother Deceased	7	4.0	4	4.0	11	4.0
TOTAL	176	99.9	100	100	276	99.9

* Calculated by using N = 176 or Total Males Served

** Calculated by using N = 100 or Total Females Served

*** Calculated by using N = 276 or Total Youth Served

TABLE 3: PAST DEVIANT BEHAVIOR

	Male		Female		Total	
	No.	% *	No.	% **	No.	% ***
Member of Gang	70	39.7	23	23.0	93	33.7
Court Record	94	53.4	22	22.0	116	42.0
Took Part in Gang Fight	66	37.5	11	11.0	77	27.8

* Calculated by using N = 176 or Total Males Served

** Calculated by using N = 100 or total Females Served

*** Calculated by using N = 276 or Total Youth Served

TABLE 4: CLIENTS ADMITTED BY RACE & SEX

	Male		Female		Total(Both Sexes)	
	No.	% *	No.	% **	NO.	% ***
Negro	163	92.6	100	100	263	95.4
Puerto Rican	6	3.4	0	0	6	2.1
White	7	3.9	0	0	7	2.5
TOTAL	176	99.9	100	100	276	100

* Calculated by using N = 176 or Total Males Served

** Calculated by using N = 100 or Total Females Served

*** Calculated by using N = 276 or Total Youth Served

TABLE 5: AGE, DISABILITY AND SEX OF CLIENTS PRIOR TO JEVS EVALUATION

	MALE					FEMALE						
	16	17	18	Total	%*	16	17	18	Total	%**	Grand Total	%**
Mentally Retarded	90	22	2	114	64.2	46	14	5	65	65	179	64.8
Personality Disorder	23	18	1	42	23.8	26	4	0	30	30	72	26.1
Emotional Handicap	17	3	0	20	11.3	3	2	0	5	5	25	9.1
Multiple Handicap	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	130	43	3	176	99.3	75	20	5	100	100	276	100

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 6: AGE, DISABILITY AND SEX OF CLIENTS AFTER JEVS EVALUATION

	MALE					FEMALE						
	16	17	18	Total	%*	16	17	18	Total	%**	Grand Total	%***
Mentally Retarded	29	17	1	47	26.7	19	8	3	30	30	77	27.7
Personality Disorder	61	22	2	85	48.3	32	3	1	36	36	121	43.8
Emotional Handicap	33	1	0	34	19.3	22	6	1	29	29	63	22.8
Multiple Handicap	7	3	0	10	5.7	2	3	0	5	5	15	5.4
TOTAL	130	43	3	176	100	75	20	5	100	100	276	99.7

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 7: GUARDIAN'S EDUCATIONAL ATTAINMENT (PARENT LIVING HOME WHO ASSUMED RESPONSIBILITY FOR YOUTH'S SUPPORT)

Educational Attainment	Male No.	Male % *	Female No.	Female % **	Total NO.	Total % ***
Post High School	0	0	0	0	0	0
Completed High School	55	31.2	22	22.0	77	27.8
Did not complete High School	50	28.4	34	34.0	84	30.4
Did Not Complete Elementary School	71	40.3	44	44.0	115	41.7
TOTAL	176	99.9	100	100	276	99.9

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 8: EDUCATIONAL ATTAINMENT OF YOUTH AT ADMITTANCE TO PROGRAM

GRADE	Male No.	Male % *	Female No.	Female % **	Total No.	Total % ***
12th	3	1.7	15	15.0	18	6.5
11th	26	14.7	35	35.0	61	22.0
10th	90	51.1	47	47.0	137	49.6
Special Class	57	32.4	3	3.0	60	21.7
TOTAL	176	99.9	100	100	276	99.8

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 8: EDUCATIONAL ATTAINMENT OF YOUTH AT ADMITTANCE TO PROGRAM

GRADE	Male No.	Male % *	Female No.	Female % **	Total No.	Total % ***
12th	3	1.7	15	15.0	18	6.5
11th	26	14.7	35	35.0	61	22.0
10th	90	51.1	47	47.0	137	49.6
Special Class	57	32.4	3	3.0	60	21.7
TOTAL	176	99.9	100	100	276	99.8

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 9: EDUCATIONAL ATTAINMENT OF YOUTH AT INTAKE BY AGE AND SEX

	MALE										FEMALE													
AGE	Special Classes		12th		11th		10th		TOTAL *		Special Classes		12th		11th		10th		TOTAL**		Grand Total ***	
	No.	%	No.	%	No.	%	No.	%	No.	%*	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
16	46	26.1	0	0	11	6.3	73	41.4	130	73.8	2	2	3	3	29	29	40	40	75	75	204	73.9
17	9	4.5	3	1.7	14	8.5	17	9.7	43	24.4	1	1	8	8	6	6	5	5	20	20	64	23.2
18	2	1.1	0	0	1	.5	0	0	3	1.6	0	0	4	4	0	0	1	1	5	5	8	2.9
TOTAL	57	31.7	3	1.7	26	15.3	90	51.1	176	99.8	3	3	15	15	35	35	47	47	100	100	276	100

* Calculated by using N = 176 Total Male Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 10: EDUCATIONAL ATTAINMENT USING JEVS CRITERIA: BY SEX AND DISABILITY

	MALE						FEMALE							
	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	TOTAL No.	%*	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	TOTAL No.	** %	GRAND TOTAL NO.	%***
12th Grade	1	0	1	1	3	1.7	7	5	2	1	15	15	18	6.5
11th Grade	2	9	12	3	26	14.8	10	15	8	2	35	35	61	22.1
10th Grade	15	53	17	5	90	51.1	11	15	19	2	47	47	137	49.6
Special Classes	29	23	4	1	57	32.4	2	1	0	0	3	3	60	21.7
TOTAL	47	85	34	10	176	100	30	36	29	5	100	100	276	99.9

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 11: PREVIOUS WORK EXPERIENCE BY SEX

	MALES		FEMALES		TOTAL	
	No.	% *	No.	% **	No.	% ***
Never Worked	94	53.4	63	63	157	56.9
Occasional Odd Jobs	20	11.3	26	26	46	16.7
Part Time Work	43	24.4	8	8	51	18.4
Neighborhood Youth Corps	19	10.8	3	3	22	7.9
TOTAL	176	99.9	100	100	276	99.9

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 12: GOALS OF YOUTH ON ENTRY INTO PROGRAM: AGE AND SEX

	MALE					FEMALE				
AGE	Realistic		Unrealistic		Total	Realistic		Unrealistic		Total
	No.	%	No.	%	No.	No.	%	No.	%	No.
16	53	* 40.8	77	* 59.2	130	27	** 36.0	48	64.0	** 75
17	19	*** 44.1	24	*** 55.8	43	9	**** 45.0	11	**** 55.0	20
18	2		1		3	2		3		5
TOTAL	74		102	62.8	176	38		62		100

* Calculated by using N = 130 or Total boys aged 16

** Calculated by using N = 75 or Total girls aged 16

*** Calculated by using N = 43 or Total boys aged 17

**** Calculated by using N = 20 or Total girls aged 17

TABLE 13: DISPOSITION OF CASES

	MALES		FEMALES		TOTAL	
	No.		No.	%	No.	%
Entered Program	176	-	100	-	276	-
I Completed Program						
A) Graduated High School	2	1.1	4	4	6	2.2
B) Promoted & Returned to Full Time School	46	26.1	53	53	99	35.9
C) Placed in Jobs	34	19.3	1	1	35	12.6
D) Placed in Training	33	18.7	11	11	44	15.9
E) Referred to BVR	5	2.8	0	0	5	1.8
F) Entered Armed Forces	2	1.1	0	0	2	0.7
Total	122	69.1	69	69	191	69.1
II Evaluated & Returned to School with Recommendations for Full Time Class Work	26	14.8	13	13	39	14.1
Total	26	14.8	13	13	39	14.1
III Did Not Complete Program						
A) Dropped out to seek work	14	7.9	5	5	19	6.9
B) Referred to Other service-unable to benefit from program	5	2.8	6	6	11	3.9
C) Dropped by School - Disciplinary reasons	5	2.8	2	2	7	2.5
D) Incarcerated	2	1.1	0	0	2	0.7
E) Dropped by School-Pregnancy	0	0	5	5	5	1.8
F) Moved out of Area	2	1.1	0	0	2	0.7
Total	28	15.7	18	18	46	16.5
Grand Total	176	99.6	100	100	276	99.7

TABLE 14: EVALUATED AND RECOMMENDED FOR FULL TIME CLASS WORK: SEX & DISABILITY

	MALES						FEMALES						Grand Total	
	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	* %	Mentally Retarded	Personality Disorder	Emotional Disorder	Multiple Handicap	Total No.	**%	No.	***%
Evaluated & Recommended For Full Time Class Work	8	14	3	1	26	14.7	4	6	1	2	13	13	39	14.1
Total	8	14	3	1	26	14.7	4	6	1	2	13	13	39	14.1

* Calculated on basis of N = 176 or Total Males Served

** Calculated on basis of N = 100 or Total Females Served

*** Calculated on basis of N = 276 or Total Youth Served

TABLE 15: COMPLETED PROGRAM: SEX AND DISABILITY

	MALES						FEMALES							
	Mentally Retarded	Personality Disorder	Emotional Disorder	Multiple Handicap	Total No.	* %	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	** %	Grand Total No.	*** %
Graduated High School	0	2	0	0	2	1.1	2	0	1	1	4	4	6	2.2
Promoted & Returned to School	8	24	9	5	46	26.1	16	23	11	3	53	53	99	35.9
Placed in Jobs	19	11	2	2	34	19.3	0	1	0	0	1	1	35	12.6
Placed in Job Training	17	9	3	4	33	18.7	2	4	4	1	11	11	44	15.9
Referred to Bureau of Vocational Training	0	2	0	3	5	2.8	0	0	0	0	0	0	5	1.8
Completed Program & Entered Armed Forces	1	1	0	0	2	1.1	0	0	0	0	0	0	2	0.7
Total	45	49	14	14	122	69.1	20	28	16	5	69	69	191	69.1

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 16: PLACEMENTS: SEX, DISABILITY, & TYPE OF WORK

	M A L E S						F E M A L E S						Grand	
	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	* %	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	** %	Total No.	*** %
Misc. Light Factory Work	13	7	1	2	23	13.1	0	1	0	0	1	1	24	8.6
Shipping & Stock Work	2	1	0	0	3	1.7	0	0	0	0	0	0	3	1.0
Office Work	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sales	0	2	0	0	2	1.1	0	0	0	0	0	0	2	0.7
Outside Labor Work	2	0	1	0	3	1.7	0	0	0	0	0	0	3	1.0
Hospital Work	1	0	0	0	1	0.6	0	0	0	0	0	0	1	0.3
Personal Services	0	2	0	0	2	1.1	0	0	0	0	0	0	2	0.7
Total	18	12	2	2	34	19.3	0	1	0	0	1	1	35	12.3

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 17: PLACED IN TRAINING: SEX DISABILITY & TYPE OF TRAINING

	MALES						FEMALES							
	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	%*	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	%**	Grand Total No.	%**
Job Corps	8	2	1	1	12	6.8	0	0	0	0	0	0	12	4.3
Neighborhood Youth Corps	2	2	1	0	5	2.8	2	2	0	0	4	4	9	3.2
MDTA	3	2	1	2	8	4.5	3	2	0	1	6	6	14	5.1
Bureau of Vocational Training	2	2	1	0	5	2.8	0	0	0	0	0	0	5	1.8
OFT Private Industry	3	0	0	0	3	1.7	1	0	0	0	1	1	4	1.4
Total	18	8	4	3	33	18.6	6	4	0	1	11	11	44	15.8

* Calculated by using N = 176 Total Male Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served

TABLE 18: DID NOT COMPLETE PROGRAM: SEX AND DISABILITY

	MALES						FEMALES						Grand Total ***	
	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	* %	Mentally Retarded	Personality Disorder	Emotional Handicap	Multiple Handicap	Total No.	** %	No.	%
Dropped Out To Seek Work	2	7	3	2	14	7.9	2	2	1	0	5	5	19	6.9
Unable to benefit from Program - Referred for Other Services	2	1	1	1	5	2.8	2	1	2	1	6	6	11	3.9
Dropped from School for Disciplinary Reasons	1	2	1	1	5	2.8	0	1	1	0	2	2	7	2.5
Incarcerated	0	2	0	0	2	1.1	0	0	0	0	0	0	2	0.7
Pregnancy	0	0	0	0	0		2	0	2	1	5	5	5	1.8
Moved out of Area	2		0	0	2	1.1	0	0	0	0	0	0	2	0.
Totals	7	12	5	4	28	15.7	6	4	6	2	18	18	46	16.

* Calculated by using N = 176 Total Males Served

** Calculated by using N = 100 Total Females Served

*** Calculated by using N = 276 Total Youth Served